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UNIVERSITY OF ALBERTA

MOTIVATION TO TEACH IN UNIVERSITY EXTENSION

BY

DIANE ELIZABETH DUTTON

A thesis submitted to the Faculty of Graduate Studies and Research in partial fulfillment of the requirements for the degree of MASTER OF EDUCATION

IN

ADULT AND HIGHER EDUCATION

DEPARTMENT OF ADULT, CAREER AND TECHNOLOGY EDUCATION

EDMONTON, ALBERTA

FALL 1994

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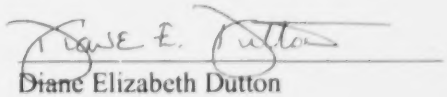

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Dr. Sue Scott

Dr. Judy Cameron

Dr. Graham Fishburne

Dr. Albert Einsiedel, Jr.

September 15, 1994

DEDICATION

This thesis is dedicated to the memory of my grandmother, Elizabeth Buchanan Tytler, whose love of learning was surpassed only by her love of life.

ABSTRACT

This study focused on the identification of the characteristics and motives of individuals who teach part-time in a university extension setting. Additionally the study examined the nature of the relationships, if any, between certain demographic characteristics of instructors and their motivation to teach.

Of the 284 questionnaires distributed to Faculty of Extension instructors at the University of Alberta, 196 were returned and determined to be useable, resulting in a 69.0 percent return rate. The questionnaire was initially designed with the assistance of a focus group interview, but the main source of data was the questionnaire.

On this questionnaire there were twenty-four statements that were divided into six different categories of motives taken from the literature: community service, economic/time, personal development, professional growth and influence, professional leadership, and social interaction. Of these, professional leadership and personal development motives were reported with the highest frequencies. Social interaction and economic/time motives were not seen by respondents as very critical to their teaching efforts, and it was the latter category that was clearly reported the most unfavorably. It was also apparent that certain statements within each category were contentious, even if the respondent agreed with a particular category as a whole. The enjoyment and fulfillment of teaching adults was continually referred to as a primary motivator, as was the challenge and stimulation found in teaching.

It was obvious that the participants in this study had a variety of both simple and complex reasons for undertaking this teaching activity. Their motives ranged from providing leadership within their profession, to contributing to the development of others, to the convenience of having a flexible part-time job after retirement. It is important to

note that these adult education instructors teach not in order to find something missing in their lives, but rather to add significance and meaning to their lives. They see this as achievable in a variety of ways, which include contributing to their personal or professional communities, further utilizing their own experience, training and education, and instructing for what they see as the sheer challenge and enjoyment of teaching adults.

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CHAPTER I

OVERVIEW OF THE PROBLEM

Introduction

In today's society there is an ever-increasing acceptance of the concept of life-long learning, as well as the meaningfulness of that concept. Educational institutions are struggling to adapt to the desire of individuals in our society to engage in life-long learning. Extension and out-reach programs have been developed by many institutions as means of satisfying this demand, using predominantly part-time instructors. As one author noted, "The teaching faculty is the greatest resource of any educational institution" (Hoerner et al., 1991, p. 1). Despite this, much of the recent research in the field of adult and higher education has focused on the adult learner, rather than on the instructor who is teaching that learner. This seems especially true in the area of motivation in adult education, where most of the research and literature has concentrated on the motivation to learn, or the motivation to sustain learning, rather than the motivation to teach learners.

There is much yet to be learned about those who teach adults in an extension setting. Since many of them come from fields other than education, such as law, accounting and nursing, to name a few, they may not have received much training or professional development to help them be better teachers and instructors of adults. The intent of this study was to examine those teachers' characteristics and motives in order to better understand the individuals who, though not primarily educators, make it a practice to teach adults part-time in non-credit educational opportunities.

Problem Statement and Research Questions

This study focused on a single aspect of adult education, namely, the motives of those people who instruct adults on a part-time basis. Specifically, the main purpose of this study was to examine the characteristics and motives of part-time university extension instructors who teach adults in non-credit educational opportunities. A number of specific research questions served as a guide to the development of this study and to the analysis of the data. The questions were as follows:

1. What is the relationship between instructors' age and their motive(s) to teach in a university extension setting?

2. What is the relationship between instructors' gender and their motive(s) to teach in a university extension setting?

3. What is the relationship between instructors' level of education and their motive(s) to teach in a university extension setting?

4. What is the relationship between instructors' employment status and employment focus and their motive(s) to teach in a university extension setting?

5. What is the relationship between instructors' income bracket and their motive(s) to teach in a university extension setting?

6. What is the relationship between the instructional area and the level of instructional experience and an instructor's motive(s) to teach in a university extension setting?

7. What is the relationship between course type, whether it is designated as non-degree credit or general interest, and instructors' motive(s) for teaching in a university extension setting?

Statement of Significance

This research will be beneficial in expanding the theoretical understanding of this area of adult education, and will have practical significance for adult educators. For administrators and policy-makers, it will provide insight into what will entice qualified people to become part-time adult educators, and may suggest ways in which these individuals might like to be compensated for their part-time teaching. In this context, compensation may be viewed as more than simply monetary. It may also be of interest to those who are knowledgeable about adults' motivation to learn and who want to know more about the motivation of adults who teach other adults. In this regard, this research may serve as an important stepping stone to furthering the understanding of the relationship and possible synergy between the motives of teachers and learners.

According to Boshier (1983, p. 132), motivation "is a hypothetical construct that has guided some of the most sophisticated research in the field of adult education." Thus it is interesting to note that much of that research, and indeed literature in the field, is focused for the most part on motivation in the context of the learner, rather than the teacher. In order to fully understand the dynamics of teaching and learning, it is imperative that adult educators understand more about the nature of teaching.

This knowledge will benefit educational institutions, as they will be better able to provide orientation and training for their neophyte continuing education instructors if they know more about the knowledge and skills considered important for these instructors, but also how these may be complementary to their very motivation to be instructors. It will also benefit these same institutions which could, in increasingly difficult financial times, find ways to compensate their instructors in more than monetary terms, such as through recreational facility use or opportunities to participate in professional development. Finally, this study will also be of interest to these institutions because of the considerable proportion of time and money that has been invested in instructors. The investment in

part-time adult educators often reaches multi-million dollar proportions, and has far-reaching effects on thousands of adult students.

This study is timely, as evidenced by the publication of a recent study on part-time instructors in higher education. In the rationale for this study, Gappa and Leslie (1993) noted that, while the use of part-time faculty during the 1980s was addressed in several key policies, generally the tone was negative; discussing such topics as the inability of part-time staff to commit themselves to an educational institution which created difficulties when they attempted to produce conditions conducive to effective learning. While the Gappa and Leslie study focused on part-time faculty members in higher education in general, the fact that university extension courses are taught almost exclusively by part-time instructors gives this publication added relevance for educators and administrators working directly with extension instructors.

It is hoped that this study will give administrators and policy-makers additional impetus to encourage collaboration between the part-time instructors, administrators, and instructional designers who all contribute in some way to the content of an adult education course - but unfortunately, not necessarily together.

It is difficult to find a more succinct statement of significance than that of Morton and Rittenburg (1986, p. 14) who noted that:

> The entire area of motivation of part-time teachers is rich with unanswered questions for researchers. The questions and the answers could be valuable to practitioners in continuing education in a time of tightening educational budgets, more intense competition for students, an increased interest in continuing education, and growing sophistication in the field. A better understanding of why people teach part-time has the potential of improving the linkages and relationships which make education available to many adults.

Delimitations

This study was subject to certain delimitations. The major ones were as follows:

1. The population used in this study consisted of part-time university extension instructors who are involved in the teaching of non-degree credit or general interest educational opportunities for adults.

2. The sample for this study was restricted to all the instructors who taught for the Faculty of Extension, University of Alberta, during the fiscal year April 1, 1993 to March 31, 1994, with the exception of any instructors who are full-time faculty in the Faculty of Extension.

3. The perceptions of administrators, program coordinators or instructional designers, or full-time academic staff in the Faculty of Extension were not solicited or examined in any way. However, given that the researcher is a program coordinator in a faculty of extension setting, her perceptions will necessarily be an implicit element of this study.

4. Instructors who might be teaching full-time at other colleges or universities for the eighteen to twenty-four year old age group were not considered to be part of this study unless they have also taught adult learners over twenty-one years old on a part-time basis through the Faculty of Extension.

Limitations

Certain limitations also applied to this study. The results of the study have limited generalizability because they might only apply to instructors of adults in situations similar to those in this particular sample. More specifically, the results of this study may not be generalizable to:

1. instructors of adults involved in teaching only full-time credit/non-degree credit courses at a college or university;

2. instructors of adults employed by private adult education agencies;

3. instructors of adults in other urban centres and in non-urban areas; and

4. part-time instructors of adults in other time periods.

It is important to note that only the perceptions of adult education instructors, rather than those of learners, will be examined and analyzed.

It is also possible that some of the individuals participating in the initial focus group interview might have been inhibited by the presence of their peers, which might lead to a desire to avoid conflict or socially unacceptable answers (Campbell, 1990). By the same token, it would also be possible for the group members to experience a synergistic response that would have been unlikely in other circumstances.

The study was also limited by the instrument developed and used for data collection, as there may have been significant questions omitted that could have provided valuable information.

Assumptions

The definition of the problem and the methodology of the study were based on a number of assumptions. The major assumptions were:

1. Part-time instructors in university extension are aware of their motives for teaching adults. In other words, they are able to examine their reasons for being involved in adult education as instructors and know what it is that motivates them to teach or instruct adult learners.

2. Upon examining their motives for teaching adults, these instructors are able to discuss, in both written and oral format, what their motives are and which of them are of greater and lesser importance to themselves.

In addition to these major assumptions, it is also assumed that the participants in this study were willing and able to answer the questions asked on the survey in an honest manner. It is further assumed that a certain number of these people were willing to participate in a focus group interview to assist the researcher in defining the questions for the questionnaire, as well as providing more qualitative data regarding the research questions.

Definition of Terms

The following terms are defined as follows in order to ensure consistency throughout this study.

Adult learner - A person who is regarded as an adult by the society in which he or she lives, and who engages in the process of learning at any level, both formally and informally.

Extension - A more specific form of adult education. In the context of a university setting, extension is often referred to as both "educational studies at a reasonably advanced level" and as agricultural extension which "relates to educational services provided particularly to those who live in rural and small town settings" (Selman, 1991, p. 5). Extension education can also be seen as education which is pursued beyond a learner's formal education; non-degree credit adult education offered by degree-granting institutions. In the context of this study it shall mean activities offered through a university faculty or department that specializes in providing non-degree credit educational opportunities for adults on a part-time basis. Also known as continuing education or further education.

Motivation - This is a hypothetical construct that is defined in many different ways. Because it is a hypothetical construct, it is very difficult, if not impossible, to directly measure. Wlodkowski (1991) notes that most psychologists involved in learning and education use the term motivation "to describe those processes that can (a) arouse and instigate behavior, (b) give direction to that behavior, (c) continue to allow behavior to persist, and (d) lead to choosing or preferring a particular behavior"(p. 2). For the purposes of this study, the term motivation shall be considered as a process that can arouse, instigate, direct and influence a person to take a particular course of action or behavior. The terms "motive" and "motivator" are considered interchangeable with the term "motivation."

Part-time instructor - An adult working primarily in a field other than education who chooses to instruct adults on a part-time basis, in what could be any subject in a variety of topics. These people may be from the fields of accounting, nursing, graphic design, human resources management etc., and spend much of their time away from their field of work preparing for and actually instructing adult learners. A part time instructor is assumed to instruct for no more than 20 hours per week.

Organization of the Thesis

Chapter I has given a description of the purpose of this research and the seven specific questions that were investigated to provide information. This chapter also included the assumptions, delimitations and limitations, and definitions of terms that will be used in this study. Chapter II contains a review of the literature related to this study. The literature is organized in four sections. Chapter III provides a description of the research methodology, which includes instrumentation, pre-testing, ethical considerations and the procedure utilized for the collection and analysis of data. Chapter IV contains a descriptive overview of the findings. It also provides a description of respondents by

demographic characteristics. Chapter V provides a descriptive reporting of the findings arranged by the seven research questions outlined in this study and sets out the results of the statistical analyses. Chapter VI contains the summary, conclusions and recommendations of the study.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

This literature review has two purposes. The first is to examine the existing literature on the relationship between motivation and teaching, both in terms of the general knowledge to be gained from this, as well as to help determine what will be the critical areas that need to be explored in further research on this topic. Secondly, there is room for an exploration of how the concept of motivation is similar or dissimilar in the disciplines of both teaching and learning. To that end, the literature presented in this chapter is divided into four sections. The first section looks at the relationship between motivation and teaching. The second section looks at motivation theory in adult education, while the third section examines motivation for both learning and teaching. The final section will examine the relationship between the existing literature and this study.

Motivation is a hypothetical construct that is interpreted in many different ways. Essentially, "'Motivation' comes from the Latin word 'motere' meaning 'to move' and is generally understood as that which instigates behaviour, directs it, and accounts for its cessation" (Cameron, 1992, p. 4).

Interestingly, Peters (1960) sees a difference between a person's "motive" for a particular action, and his or her "reason" for that same action. He sees three characteristics of a motive, differentiating it from a reason. In his view, the concept of motive "is used in contexts where conduct is being assessed and not simply explained . . . [and] is used to refer to a reason of a directed sort and implies a directed disposition in the individual whose conduct is being assessed . . . [and] it must state *the* reason why a person acts, a reason that is *operative* in the situation to be explained" (p. 35-36). This is important in

terms of the present study which seeks explanations for a particular behaviour; teaching adults in a university extension setting. This behaviour can not only be differentiated from teaching children, but can also be differentiated from teaching adults in other settings, such as through public school boards or in recreation and leisure programs.

Motivation and Teaching

Although there is much literature dealing with motivation and learning, there is markedly less in the area of motivation and teaching. As Morton and Rittenburg (1986) note, the existing literature on part-time teachers usually looks at issues other than motivation, such as salaries, selection or quality. For example, Rajogopal and Farr (1989) from York University examined the political economy of part-time faculty in Canada, an article which focused on the marginalization of part-time faculty.

However, a discussion of the few studies done in this area will show the striking similarities and interesting conclusions reached by different researchers.

Instructor Motivation

In one of the few studies conducted on this topic, Morton and Rittenburg (1986) studied part-time teachers of non-credit programs. They found "considerable attention given to part-time, adult learners and their reasons for participation" (p. 3), but much less given to part-time teachers and especially the study of their motivation to teach.

One of the earlier exceptions to this was Tuckman (1978) who completed what Gappa (1984) considered the only analysis of data from a large national sample. However, Tuckman's taxonomy was based on the respondents' labour-supply behaviour, which was an examination of how a part-time teaching role fit into their career plans. Within this context, he established seven mutually exclusive categories of part-time faculty, ranging from those wishing to become full-time faculty to students and those with another part-time job. The seven categories determined by Tuckman were: 1) Hopeful Full-timers

(16.6 percent) who were those wishing to become full-time; 2) Full-Mooners (27.6 percent) who were those who held full-time jobs elsewhere at least thirty-five hours per week; 3) Homeworkers (6.4 percent) who were those with responsibilities in the home who worked part-time because they had other responsibilities such as caring for children or other relatives; 4) Part-Mooners (13.6 percent) who were those with another part-time job of less than thirty-five hours per week; 5) Semi-retired (2.8 percent) who were usually ex-full-time academics and who were not very concerned about future job prospects; 6) Graduate students (21.2 percent) who were enrolled in studies themselves and who were hoping to gain teaching experience and supplement their income; and 7) Part-Unknowners (11.8 percent) were all those with reasons for teaching on a part-time basis that were either unknown or hard to categorize.

In a study that used Tuckman's (1978) taxonomy as a basis of comparison, Yang and Zak (1981) researched the most important reasons for part-time teaching. Survey respondents were asked to indicate their responses to several items, and rank order them. The results of their survey indicated that over 50 percent of the respondents stated that their most important reasons for teaching were enjoyment and fulfillment, which were followed by financial need, and the need to stay up-to-date in a field of study.

Similar work done by Leslie in 1978 went beyond Tuckman's categories and concluded that "part-time teachers are primarily persons with intrinsic or economic motivations who voluntarily work part-time" (Morton & Rittenburg p. 4). Later Leslie was involved in another study (Leslie, Kellams, & Gunne, 1982) where 104 part-time instructors from fourteen different colleges in the United States were interviewed. Although these researchers initially used the taxomony created by Tuckman (1978), in the end their study was more comprehensive and they discovered more about what specifically motivated part-time teachers in higher education. One of their more valuable contributions was the categorization of the motives into four groups, which are summarized here, in order of importance: 1) Intrinsic Motivations - seeking some kind of personal satisfaction,

such as enjoyment; fullfillment; sense of accomplishment; contributing to human development; prestige; escape from more routine or less stimulating environment; 2) Professional Motivations - usually connected in some way to their primary profession; saw education and business as forming a mutually beneficial partnership; bringing current practice into the classroom; keeping up with theoretical developments in their field; seeing teaching as a natural extension of their profession; showing corporate support for the institution and thereby the community; 3) Careerist Motivations - those who were currently looking for full-time teaching work, but settled for part-time at that moment in time; and 4) Economic Motivations - while last in importance this motive was still reported by individuals as a factor in their decision to participate in part time teaching.

Leslie et al (1982) concluded that while there may be some relationship between demographic characteristics and motivation, the motives for any part-time instructor were many, complex, and usually a combination of the four categories.

Quayle (cited in Leslie, Kellams, & Gunne, 1982) developed a typology of part time instructors, consisting of 1) educational professionals, who were employed as teachers at other educational institutions and who may or may not desire new full time employment, 2) non-educational professionals, who were employed full time outside the teaching profession and did not desire a change of professional status, and 3) permanent part-timers, who desired full time employment in the field of education, but were not able to obtain such a position.

As noted earlier in this review, researchers found that most of the existing literature concentrated on motivation and learning, rather than teaching. However, Morton and Rittenburg (1986) were able to use this to their advantage. In their opinion, while most of the current literature reviewed who the adult students were, as well as why and how they participated in education, the factor analytic approach used by Boshier (1971, 1976) and others was helpful in choosing the methodology for their own work. Thus, they

were able to use factor analysis to group the reasons for teaching into six categories, which became a basic underpinning of their study.

Morton and Rittenburg completed their study in two phases, one in 1982 and the second in 1986. The first sample consisted of 294 randomly selected instructors from a list of individuals teaching at least one non-credit course, who were sent a questionnaire and cover letter. The questionnaire had three parts: 1) demographic and satisfaction items; 2) 29 Likert-type items stating reasons for teaching; and 3) items on barriers to teaching. A follow-up reminder was also sent, which resulted in a usable response rate of 71 percent. In the second phase, 1200 teachers in non-credit programs were mailed a second version of the questionnaire, which included a demographic section and 39 Likert-type questions on reasons for teaching. A collection process similar to that of the first phase was used, resulting in a response rate of 60 percent. At this point in both phases, factor analysis was used to place the reasons for teaching into the major categories.

The results of Phase I were three categories, namely Personal/Professional Growth (24.1 percent of the variance), Professional/Economic Goals (8.9 percent of the variance), and Social Activity (6.4 percent of the variance), for a total of 39.4 percent of the total variance. Phase II resulted in six categories, which were Professional Growth and Influence; Economic & Time Goals; Personal Development; Social Interaction; Professional Leadership; and Community Service. The three categories of Phase I emerged again in Phase II, with the addition of leadership and community service. In the opinion of the researchers, while their findings were not identical to Leslie, Kellams and Gunne's (1982) four categories of intrinsic, professional, careerist and economic motivation, "the resemblance in motivational groupings is striking" (Morton & Rittenburg, p. 10). The researchers also concluded that those individuals who teach adults on a part-time basis can identify their usually multiple reasons for teaching, and that these reasons can be categorized in a manner that facilitates a better understanding of why people teach on a part-time basis. They summarized their paper by stating that, "While these findings do

not provide conclusive evidence that such motivations exist, they give strong support to the notion that part-time teachers have multiple motivations which can be measured and grouped in ways that exhibit face validity" (p. 11). They also state that further research is needed in this area, and suggest that the motivations of part-time teachers across a wider variety of institutions be studied, as well as further study in the area of credit versus non-credit teaching.

Other literature dealing with the relationship of motivation and teaching looks at intrinsic and extrinsic motivation. Johnson (1985) looked at faculty perspectives of outreach teaching, which in turn examined the motivation for faculty to teach in an off-campus setting. It should be noted that, according to the information presented in Johnson's article, the construct of motivation was not defined for the purposes of her study.

The people in Johnson's (1985) study who instructed outreach courses presented a wide variety of responses as to their motivations for teaching. The most frequent reason given was that teaching was an opportunity for professional growth and renewal. Others found that "intrinsic rewards, such as acting in a certain way consistent with one's values and living one's own philosophy are a source of satisfaction in off-campus teaching" (p. 13). Other respondents stated that it was a chance to serve as a resource to adult students, to make a difference in their lives, and some adjunct faculty stated that they even actively sought this kind of opportunity because they enjoyed it so much. Some of the full-time faculty saw outreach teaching as part of some institutional expectation of "service to the state." Still other faculty were motivated by the eagerness to learn that is often a characteristic of adult learners, saying that they could also learn from these students, as "learning is a two-way process" (p. 13).

Some of the full-time faculty found the opportunity to teach off-campus as a chance to leave the ivory tower behind and enter the 'real world'. When these teachers are involved with adult students, they have the opportunity to stay current within their field,

gain exposure to new ideas as well as learn from and grow with those people who work daily in the "real world". While financial remuneration was mentioned as a motivating factor, all of those interviewed said that money alone would not be enough of a motivator for them to teach off-campus.

The most recent literature on this topic comes from Gappa and Leslie (1993) who conducted a study in 1990-91 on part-time faculty in higher education. They visited seventeen colleges and universities in the United States and one in Canada, where they conducted both individual and group interviews with academic officers, deans and department chairs, tenured faculty and part-time faculty. They asked the part-time faculty to describe their academic and professional background, the length of time they had been teaching, what other jobs or roles they currently held (including teaching elsewhere), and why they were a part-time teacher at that institution. One of their general findings was that there were extraordinary people teaching part-time for the widest imaginable variety of reasons under the broadest imaginable set of conditions" (p. xiii).

In a discussion of their findings on motivation, Gappa and Leslie (1993) refer to Morton and Rittenburg (1986) and their six motivational categories. They state that the main reason to teach is to pursue professional growth, with a very distant second economic motive. Gappa and Leslie (1993) note that the data from their study suggest that the intrinsic motivations are quite strong, and that while an economic motive might be very important to some, it was never seen as the primary reason for entering the realm of part-time teaching.

Gappa and Leslie (1993) also refer to Tuckman's (1978) seven part taxonomy for categorizing the motivation of part-time teachers, and noted that many of the individuals they interviewed fit tidily into these categories. However, in their opinion their interviews gave them such a broad spectrum of data that Tuckman's categories were too narrow, and they modifed them into four loose categories. These categories were 1) career enders, Tuckman's semi-retireds who may be already retired or in transition from another career;

2) specialists, experts and professionals, who have a primary career somewhere else (full-mooners) who teach for a love of teaching rather than the income; 3) aspiring academics, or the hopeful full-timers, who do not necessarily wish to teach full-time but to be a fully-recognized member of the academic community and 4) freelancers (a combination of part-unknowners, part-mooner and homeworkers) whose present careers would be considered the sum of all the part-time jobs they have, only one of which is teaching.

Gappa and Leslie made an important basic distinction in their study, which was the difference between intrinsic and extrinsic motivation. One of their conclusions was that those instructors with intrinsic motives for teaching were usually employed elsewhere and taught part-time because of the satisfaction it brought them (p. 37). Those people who were at a point of transition in their lives or in a career that did not fully satisfy them expressed much enthusiasm for teaching. Others, particularly those who were fully employed elsewhere, felt they were returning debts owed to institutions, society and perhaps even to parents.

For those with extrinsic motivations, money, status and a foothold upon a full-time academic position were those motives most often expressed. Although Gappa and Leslie (1993) noted that "these [were] the most thwarted of part-timer's desires in practice, they nevertheless form a substantial core of reasons why people elect this kind of employment" (p. 38). However, most of those interviewed in this study indicated that they were not earning enough money teaching part-time that they would want to continue to do it for that reason alone.

One of the more interesting conclusions made by Gappa and Leslie was that part-time teachers were also found to have "extensive employment experiences interwoven with academic backgrounds that make them ideally suited for teaching. These profiles of qualification are in and of themselves the most powerful reason we found for the continuing use of part-time faculty in higher education" (p. 35). This in itself is a

conclusion that would be debated vociferously by most full-time faculty in higher education.

Motivation Theory in Adult Education

Even though most of the literature in the area of motivation in adult education deals with learning rather than teaching, there is still much information to be gleaned from this literature. In addition, there are an abundance of motivation theories, although many of these do not deal specifically with education or adult education in particular. When the literature on motivation does deal with education, it is usually in the context of learning rather than teaching. A brief review of the literature dealing with motivation and learning will be related to the literature pertaining to motivation and teaching.

Boshier (1983) said that motivation "is a hypothetical construct that has guided some of the most sophisticated research in the field of adult education" (p. 132).

Cropley's (1983) work in motivation and learning relates to Houle's (1961) six "motivational orientations," as well as to those orientations put forth by Burgess (1971) which include self-development, making social contacts, escaping from boredom, conforming to the wishes of powerful or significant other people, and a few instrumental goals that relate to a specific purpose, such as learning something to achieve a particular goal. Further, Cropley calls upon the work of Boshier (1977) who states that motivational orientations or motives can be divided into two groups. These two groups are motives that "wish to eliminate deficits or to maintain the status quo, [and] those involving branching out or changing oneself. It is thus possible to distinguish between *deficit* motivation and *growth* motivation" (p. 25).

He also quotes both Loring (1978) and Hiemstra (1975) who proposed that these two types of motivation in any given adult may change as that adult matures. For example, younger adults may be more prone to instrumental motives, such as keeping up with latest

developments in their area of work, whereas older adults (over age 55) might favour motives that are more in the area of self-development and social contact.

Motivation For Both Learning and Teaching

After a review of the literature, it is apparent that there are many similarities between the motivation involved in both teaching and learning. Some of the motivations for learning found by Burgess (1971) are self-development, social contacts and an instrumental motivation such as learning to achieve a particular goal. This is very similar to those motivations for teaching found by Morton and Rittenburg (1986), which include personal development, and social interaction. A common motivation to teach was stated as professional growth and influence (Morton & Rittenburg, 1986; Johnson, 1985), and the need to stay current, or in touch with the "real world" (Gappa & Leslie, 1993). It could be safely assumed that students participating in courses designated as professional development rather that personal development would find the professional growth category as applicable as the personal development one.

The concept of growth and deficit motivation as advocated by both Boshier (1977) and Maslow (1970) is reasonably applicable to both learners and teachers. Certainly both teaching and learning could be seen as growth motivations aimed at personal and/or professional development, just as they could be viewed as deficit motivations in the sense that an individual could attempt to fill a perceived deficiency for the same reasons. As Siebert (1983) noted, there could be just as much of a socio-cultural and socio-economic influence on the values and attitudes of teachers as there appear to be for learners.

Certainly there are motivations involved in both teaching and learning that are not common to both. For example, teachers cite professional leadership, community service, acting as a resource to adult students, status, and financial remuneration (Gappa & Leslie,

1993; Johnson, 1985; Morton & Rittenburg, 1986) as motives to teach that would not be applicable to adult learners.

The Relationship of the Literature to the Present Study

The literature reflects the broad nature of the interest in motivation in adult education, both in teaching and in learning. In addition to the findings in this literature review on motivation, several of the relevant studies have included an examination of the important characteristics and typical demographics for instructors of adults. These profiles will serve as important comparative benchmarks for this study.

Quayle's 1977-78 (Leslie, Kellams & Gunne, 1982) study of part time faculty set out some data on the demographic and other characteristics of his sample. Quayle's sample was largely male (62 percent) and who were well educated. 88 percent of Quayle's sample had a Master's degree or higher. There were relatively few first time teachers in the sample; 85 percent had more than one year of teaching experience.

With a sample that included university extension instructors, Dashcavich (1988) looked at the demographics of age, gender, employment status, years of instructional experience, and instructional areas. Almost three-quarters of the respondents ranged in age from 30 to 49, with the majority (40.7 percent) in the 30 - 39 category, and slightly more of the respondents were male than female. He also found that almost one-third of the instructors (32.4 percent) had ten or more years of instructing adults, while the largest group were those instructors with one to six years experience (44.2 percent). The majority of courses taught were vocational/job-related, with the next largest category being "Other". This category included anything from cake decorating to economics, which was appropriate considering the composition of the sample, which ranged from instructors in university extension to the local public school board. Dashcavich also found that over two-thirds of the respondents had been teaching for their present employer for 6 years or less.

Gappa and Leslie (1993) also discuss the demographics of part-timers in higher education. They found that 58 percent of part-timers are men, and 42 percent were women which, interestingly enough, presents a deviation from full-time faculty who were largely male (73 percent), with only 23 percent female. This study found that 28.5 percent of all part-timers possessed doctoral or professional degrees, 42.7 percent have master's degrees, and 28.8 percent have bachelor's or other degrees. While most research institutions hire individuals with doctoral degrees, most two-year institutions are more likely to hire those with master's or bachelor's degrees. In findings similar to those of Dashcavich (1988), Gappa and Leslie (1993) found that most part-timers are employed for less than four years at their current institution (51.5 percent), although those at doctoral institutions tended to have very long service, usually over twenty years.

Leach (1991) studied trainers in business and industry resulting in a compilation of characteristics which he believes personifies the excellent trainer. He used an instrument that assisted in assessing the demographic and psychological characteristics of excellent trainers in the private sector. The data collected were analyzed for thirty-three descriptive variables, which then were used to draw a portrait of the demographic, personal, interpersonal, occupational and motivational characteristics of the excellent trainer.

The information most relevant to this study is found in both the demographic data and the motivational factors. Demographically, the categories chosen in Leach's study could possibly be useful for comparison purposes, and the motivational factors give more insight into what might be considered motivational about teaching adults. In Leach's study, the trainers were motivated by exciting, challenging work that allowed for a high degree of involvement, and for which trainers would receive feedback in the form of encouragement and support for their efforts. Other factors mentioned were that some of the trainers enjoyed striving for leadership as well as the competitive aspect of training. In Leach's view, the most important finding of the study was that these excellent trainers

differed from the general population on all the psychological variables except for extroversion.

Summary

The literature reveals several studies similar in nature, although no two are exactly the same. Tuckman (1978) developed a taxonomy of individuals who were teaching on a part-time basis in higher education, which included hopeful full-timers, full-mooners, homeworkers, part-mooners, semi-retired, graduate students and part-unknowners..

Similar work done by Leslie in 1978 and 1982 categorized the motives into four groups, which were summarized in order of importance as intrinsic motivations; professional motivations, careerist motivations, and economic motivations. The study concluded that while there may be some relationship between demographic characteristics and motivation, the motives for any part-time instructor were many, complex, and usually a combination of the four categories.

While this review of the available literature has identified a considerable amount of relevant information, much remains unexamined. For example, it is not known if an instructor's motivation might vary with age, gender, or even with the course he or she teaches; for instance whether it can be categorized as a personal or professional development course. It is not known if there is a difference in the motivation to teach if the course is credit, non-degree credit, or general interest and it is not apparent from the literature whether there are differing motivations by subject area.

Thus, the motivation of those who teach still remains largely a mystery. Given Hoerner's perspective (1991, p. 1) that "the teaching faculty is the greatest resource of any educational institution", there is no question that this is a topic that would benefit from further research. Hoerner (1991, p. xxvii) also quotes Johnston and Packer from their 1987 Workforce 2000 report that "education and training are the primary systems by

which the human capital of a nation is preserved and increased." Given the significant value that seems to be placed on those who teach, it is interesting that so little of the literature on motivation in adult education concentrates on those who choose to teach.

Chapter III

RESEARCH METHODOLOGY

Introduction

This chapter provides a description of the research methodology used in this study. The research instrument used in this study will be described as will the procedures for the pre-test and the data collection, including ethical considerations, the population and sample, the procedures for questionnaire distribution and returns. Finally, the data analysis methodology will be explained.

Research Design

The purpose of this study was to examine the characteristics and motives of individuals who teach part time in a university extension setting. Additionally the study tried to determine the nature of the relationships, if any, between certain demographic characteristics of instructors and their motivation to teach.

The mail survey method was used in conducting the research for this study. The researcher considered several factors, which included the number of individuals to be sampled, the availability of mailing lists, the financial resources, and the time limitations of this study, in choosing the mail survey method as a means of collecting data.

The Research Instrument

Focus Groups

A focus group interview was undertaken to provide guidance in the development of the questionnaire, as well as to assist in the process of data collection. As Engleberg and Cohen note, "Focus group research is an exploratory, qualitative research technique in which a group of homogenous subjects discuss a carefully selected research question. . . . In education, focus groups can help . . . develop and test survey instruments" (1988, p. 1). In a less structured and less controlled forum with no requirement to make decisions, solve problems, or reach consensus, the initial focus group interview provided a perspective on why individuals were interested in instructing adults on a part-time basis in a university extension setting. The focus group design employed techniques similar to those of Dashcavich (1988) as the qualitative data from the focus group complemented the quantitative data from the questionnaires. Hyatt (1988) agrees with this perspective when he notes that focus research is a good way to "get a "feel"" for the population being studied, but should not substitute for more significant and substantive quantitative research" (p. 1).

The focus group interview, held with selected part-time university extension instructors, also assisted the researcher in the questionnaire design. The group consisted of seven individuals who teach in differing subject areas. The data gathered from this interview assisted in the refinement of the questionnaire and helped the researcher anticipate the nature and quantity of data that might be forthcoming during this study.

The focus group interview data were collected through both audio-taping and field notes taken by the researcher. There was both a moderator and assistant moderator present during the focus group interview which allowed the moderator to concentrate

completely on the task, as well as facilitated note-taking by the assistant moderator and researcher.

Questionnaire

The survey questionnaire was designed specifically for this study, using items from similar instruments, from the literature, and from the focus group interview. The resulting questionnaire (Appendix A) was four pages in length and consisted of two sections: Section I, Motivation To Teach in University Extension, and Section II, Background Information.

Section I of the questionnaire was designed to gather data on what motivates individuals to teach in university extension. A five-point Likert scale, with choices ranging from Strongly Disagree to Strongly Agree was considered to be the most reliable and valid scale to measure attitudes and opinions (Borg & Gall, 1989). This first section asked the respondents to rate, on the five-point scale, how they felt about twenty-four statements stating a particular motivation or reason to teach. The last question in this section asked the respondent to rate his or her top three motivating factors for teaching in university extension.

Section II of the questionnaire asked the respondents general background information, such as age, gender, educational background, income bracket, and employment status, as well as instructional focus and experience.

The questionnaire was designed to facilitate the use of a computer in processing the responses. Each respondent was assigned a number for identification purposes only; anonymity and confidentiality of respondents were maintained throughout the study.

The first section of the questionnaire utilized a number system to indicate responses to the questions. Response items in the questions were listed on a five-point scale and respondents were instructed to circle the number of the response that they felt best matched their feelings.

The second section of the questionnaire was designed so that respondents could check the appropriate response, as to their age category or gender, for example. Most of the questions asked the respondent to check only one answer, such as age, while others asked the respondent to check as many answers as applied, such as educational background. If additional information might be appropriately specified on a particular question, a line for "other" responses was provided.

At the end of the second section, respondents were given the opportunity to provide any general comments on their motivation to teach in university extension in a open-ended format.

Pre-Testing

The questionnaire was pre-tested with nine individuals distinct from those who participated in the focus group interview, and who were currently involved in teaching in university extension, or in continuing education at other post-secondary institutions. The individuals were representative of the sample used in this study. Six of the participants in the pilot study taught for the Faculty of Extension, in the areas of Liberal Studies, English Language Program, Business Certificate Programs, and Business Seminars and Short Courses. One taught in continuing education at Grant MacEwan Community College, and two taught in continuing education or university extension at the Universities of Calgary and Regina respectively. All nine questionnaires from the pre-test group were returned.

The individuals participating in the focus group interview were also given the opportunity to participate in the pre-test of the proposed questionnaire after the focus group interview. Four out of seven questionnaires distributed to the focus group participants were returned. Of the four questionnaires returned by the focus group participants, three were university extension instructors in the areas of Business Certificate Programs and Adult and Continuing Education, and one was involved in teaching adult education programs at a undergraduate and college diploma level.

Both the focus group participants and the individuals participating in the pre- test were instructed to indicate any changes they felt should be made to the questionnaire. A response sheet for comments and suggestions for both sections of the questionnaire was attached (Appendix B).

As a result of the pre-testing, modifications and revisions were made to the questionnaire as indicated by the participants' responses. Changes made dealt specifically with slight changes to the format of the questionnaire, as well as alterations to the wording used. The final draft of the questionnaire was four pages in length, contained 35 questions, and had a total of 84 items.

Subjects

Subjects were identified through a computer listing of the instructors who had taught for the Faculty of Extension between April 1, 1993 and March 31, 1994. All organizations without a specified contact person and any individuals missing any portion of their mailing address were removed from this list. All the individuals who participated in the focus group session and the pilot test who were part of that population were also removed from the list. The total population determined by this list numbered 695 and consisted of individuals who had participated in teaching or speaking at one or more educational activities offered by the Faculty of Extension between April 1, 1993 and March 31, 1994.

The selection of the subjects in this study was established using a random sampling procedure. The selections were made by using a random number table with the numbers selected from the mailing list of possible subjects. A total of 300 individuals were selected from the total population of 695, which resulted in a 43.2 percent sample.

Consequently, the sample consisted of 300 individuals who had taught or spoken at an educational activity offered by the Faculty of Extension between April 1, 1993 and

March 31, 1994. Their places of residence ranged throughout Alberta, other provinces and several locations in the United States. As there had been no restrictions specified for the origins of the sample, a decision was made not to remove any university extension instructors that resided outside of the country or province.

Procedure

Data collection for this study was guided by ethical considerations necessary for this type of research, population and sampling procedures, and questionnaire distribution. These considerations as well as questionnaire returns and treatment of the data are discussed in this section.

The distribution and collection of the questionnaires took place during a two month period in the first quarter of 1994. Questionnaires with covering letters were sent out February 16, 1994. Subjects were asked to return them by March 11, 1994. The covering letter (Appendix C) was one page long and introduced participants to the study and its purpose, as well as to the ethical considerations being observed. On March 16, a follow-up letter (Appendix D) was sent to those participants who did not return the first questionnaire, requesting that they return the completed questionnaire by March 28, 1994. Detailed records of the returns were kept, using the identification numbers, so that follow-up questionnaires would only be forwarded to the appropriate participants.

Each package contained a questionnaire, a covering letter, and a stamped, self-addressed envelope to encourage greater returns. Since the postage-paid return envelopes were only effective within Canada, any questionnaires sent out of Canada included an international postage coupon that the respondent could redeem for postage to Canada.

Returns of the questionnaire were received on a relatively regular basis. In order to facilitate the highest response rate possible, the final deadline was extended until April 18, 1994, after which two questionnaires were received but deemed unusable.

Ethical Considerations

The participants in this study were given complete information about the nature, objectives and goals of this research in the covering letter (Appendix C) included with the questionnaire. The participants were informed of all aspects of the research and given information about the researcher, including the researcher's qualifications for doing graduate research, her name, address and phone number in case any of the participants wished to contact the researcher with questions or concerns about the research.

None of the respondents were given any kind of inducements to participate in the research. It was made very clear in writing that the participants' involvement in this study was completely voluntary. At any time participants were able to contact the researcher and withdraw from their involvement in the study.

Confidentiality and anonymity were guaranteed to study participants. The names of the participants did not appear on the questionnaires. Number codes were used to ensure anonymity, and the confidentiality of research data was carefully guarded. Only the researcher and the thesis committee had access to raw data.

Returns

A total of 219 questionnaires were received from the 300 that were distributed. Sixteen of the 300 questionnaires were returned by Canada Post, indicating the addressee had moved, was unknown, etc., thus making the total number of questionnaires distributed 284. Of those 219 questionnaires returned, 196 were usable for data analysis, resulting in a response rate of 69.0 percent. Six questionnaires were returned with notes indicating that the respondents did not feel themselves to be Faculty of Extension instructors (e.g. they had spoken once at a Faculty-sponsored conference). One questionnaire was determined to be unusable because the respondent had only filled in the demographic information portion of the questionnaire. Eighty-one questionnaires were not returned, and two were

returned after the final deadline of April 18, 1994 and were not included in the findings of the study.

Data Analysis

As each questionnaire was received, it was reviewed to determine if it was usable or not usable. Once a questionnaire was considered usable, the researcher reviewed the questionnaire to determine that the responses were made appropriately, which ensured clarity for the keypunch operator who would be entering the data onto the computer. The questionnaires were coded, meaning that each item was assigned a number that designated it as it would appear in the raw data, and another number that indicated the response given for that particular question. The comments were coded according to which of six motivational categories or an "other" category they fit into, and then stored for analysis and reporting of the study results.

The questionnaires were then taken to the Centre for Research and Applied Measurement in Research, at the University of Alberta, where a keypunch operator entered the raw data directly onto computer files. This data was then downloaded onto an IBM-PC and converted into a file compatible with SPSS for Windows (Statistical Package for the Statistical Sciences), which was used to analyze the data.

Treatment of the Data

The questionnaire results were analyzed to determine both the frequency of each motive and the relationship between instructors' motive(s) to teach in a university extension setting and various demographic variables, in accordance with the research questions.

The data collected for each categorical variable in the survey were analyzed using the SPSS-x FREQ Procedure. One-Way Frequency Tables were produced for each

variable, setting out the number of occurrences (frequency counts) and percentages for each variable category.

Two-Way Contingency (Cross-Tabulations) Tables were then generated, showing the combined frequency distributions for selected pairs of variables, from which percentages for each were calculated. The following cross-tabulations were run:

1. Age and motive(s) for teaching in university extension setting;
2. Gender and motive(s) for teaching in university extension setting
3. Level of education and motive(s) for teaching in university extension setting;
4. Employment status, focus, and motive(s) for teaching in university extension setting;
5. Income bracket and motive(s) for teaching in university extension setting;
6. Instructional focus, experience, and motive(s) for teaching in university extension setting; and
7. Course type and motive(s) for teaching in university extension setting.

Summary

For this study, a questionnaire was developed to gather data regarding motivation to teach in university extension and general background information. The sample of 284 was drawn from a total list of 695 instructors who taught for the Faculty of Extension from April 1, 1993 to March 31, 1994. The overall questionnaire response rate was 69.0 percent. The data was analyzed using the SPSS for Windows Statistical package.

CHAPTER IV

DESCRIPTIVE FINDINGS

Introduction

This chapter describes the respondents in this study. Several characteristics are outlined, helping to produce a clearer understanding of those university extension instructors who responded to this study. Their responses to demographic questions concerning age, gender, employment status and the focus of that employment, educational background, and income bracket are discussed here.

In addition, they were also asked about the focus of their instructional activities, the type of course they taught, and the length of time they had been teaching extension activities.

Age and Gender

The extension instructors who participated in this study ranged in age from 20 years to more than 60 years. As indicated in Table 4.1, slightly more than two-thirds of

Table 4.1
Distribution of respondents by age category

Age Category	Frequency	Percentage
20 - 29	10	5.1 %
30 - 39	59	30.1 %
40 - 49	77	39.3 %
50 - 59	34	17.3 %
60 +	15	7.7 %
No Response	1	.5 %
Total	196	100.0%

the respondents ranged from 30 to 49 years in age, with the largest single group falling in the 40 - 49 year age category (39.3 percent), followed closely by the 30 - 39 age group

(30.1 percent). Relatively few of the respondents were under 30 years (5.1 percent) or above 60 years (7.7 percent) old.

These statistics compare favorably to the findings of other research in the field. For example, the largest age category of part-time faculty found by Tuckman (1978) was around 40 years old, the most common category in this study being 40 - 49. If some of the smaller categories are combined for standardization, group comparisons may be made. Over 86 percent of the subjects in this study were found in the 30 - 59 age along with Dashcavich (1988) with 87.3 percent of his sample in that age group, Gappa and Leslie (1993) with a similar finding of 83.8 percent, and Risdon (1990) with 91 percent.

The distribution of males and females in the sample were almost equal. Of those who responded to the study, 55.6 percent were male, and 44.4 percent were female (see Table 4.2).

Table 4.2
Distribution of respondents by gender

Gender	Frequency	Percentage
Male	109	55.6 %
Female	87	44.4 %
Total	196	100.0 %

In other Canadian studies, the male/female split was found to be 53.4 and 45.1 percent respectively (Dashcavich, 1988), and 42 percent male and 58 percent female in Risdon's (1990) study. In studies done in the United States, there tended to be a higher male component such as in the Gappa and Leslie (1993) study that found 73 percent of their sample to be male, with 23 percent female, and Quayle (Leslie, Kellams & Gunne, 1982) with a 62 percent male and 38 percent female sample.

Educational Background

As might have been expected, the diverse nature of the adult education field could be seen in the educational background of the respondents, with their education

ranging from high school diplomas to the doctoral level. In general, the level of academic attainment in this study reflected the nature of the institution, where it could be expected that a university degree and/or some level of post-graduate work was highly desirable. It should be noted that any instructors who were full- or part-time academics in other faculties on campus would have at least a minimum of a masters' degree, with the possession of a doctorate being quite likely.

As indicated in Table 4.3, over 87 percent of the respondents possessed a university degree, whether at an undergraduate, graduate or doctoral level. A small percentage (6.7 percent) had no post-secondary education at all, while 7.6 percent responded that they possessed a college diploma or a post-secondary certificate.

Table 4.3
Distribution of respondents by highest level of education

Highest Level of Education Attained	Frequency	Percentage
High School Diploma	9	4.6 %
Technical-Vocational Training	7	3.6 %
College Diploma	5	2.6 %
Post Secondary Certificate	9	4.6 %
Undergrad Education degree	11	5.6 %
Undergrad degree (other)	58	29.6 %
Master's degree	71	36.2 %
Doctoral degree	31	15.8 %
Other (post-grad diploma, etc.)	6	3.1 %
Total	196	100.0%

In a similar study, Risdon (1990) found a higher percentage of college graduates (12.3 percent), technical-vocational training (14.3 percent), but a lower number of post-secondary certificates (2.9 percent) when compared to the preceding table. Her sample contained 83.8 percent of respondents with an undergraduate degree, as compared to 35.2 percent in this study.

In his 1978 study, Tuckman found that 50 percent of his sample had a master's degree, while 20 percent had attained a doctorate. Quayle (Leslie, Kellams, & Gunne, 1982) had similar findings in that he found 88 percent of his sample had a master's degree or doctorate, with only 12 percent having less than a master's degree. Gappa and Leslie (1993) found 28.5 percent of their study participants possessed a doctorate or other professional qualification, 42.7 percent had a master's degree, and 28.8 percent had baccalaureate degrees. The high percentage of post-graduate degrees in these studies could possibly be attributed to the fact that they were studying part-time faculty in higher education, where a post-graduate degree of some kind is almost mandatory.

Status and Focus of Employment

As shown in Table 4.4, approximately three-quarters of the respondents indicated that they either worked full-time outside of their home, or operated a home-based business (76.5 percent). Over 20 percent indicated that they did not consider themselves to be employed full-time in either way. Tuckman found that almost 70 percent of the participants in his 1978 study reported that they had other full-time or part-time jobs other than teaching.

Table 4.4
Distribution of respondents by employment status

Employment status (Full-time)	Frequency	Percentage
Yes	152	76.5 %
No	41	20.4 %
No Response	3	1.5 %
Total	196	100.0 %

For those respondents who considered themselves to be fully employed in some capacity other than as a full-time adult educator, there was a diverse spread of different occupations. The most common area of employment was consulting (16.8 percent), followed by administration/management (12.2 percent), and education (11.7 percent).

The large No Response category (21.9 percent) is consistent with the number of respondents (20.4 percent) who indicated they were not employed on a full-time basis. Risdon (1990) found a much higher percentage of individuals engaged in administration (37.4 percent) than this study, but her study was aimed at adult educators in Alberta, and teaching would most likely be considered only one of their diverse roles. In Quayle's typology, he found 35.5 percent were education professionals, who were employed at another educational institution and who might or might not want to become full-time faculty; 26.1 percent were non-educational professionals, who were employed full-time outside the teaching profession and are very satisfied teaching part-time; and 38.4 percent who were permanent part-timers, who desired a full-time teaching position but were unable to obtain one (Leslie, Kellams & Gunne, 1982).

Table 4.5
Distribution of respondents by main focus of employment

Main Focus of Employment	Frequency	Percentage
Administration/management	24	12.2 %
Business	17	8.7 %
Consulting	33	16.8 %
Education	23	11.7 %
Finance	4	2.0 %
Health Services	1	.5 %
Human Resources	5	2.6 %
Human Services	10	5.1 %
Marketing	3	1.5 %
Performing/Visual Arts	5	2.6 %
Research Associates	6	2.6 %
Freelance Writing/Journalist/Literary Arts	5	4.1 %
Library	3	1.5 %
Environmental Protection	8	3.1 %
Other (includes Retired, Politics, Media, Agriculture, Spirituality/Healing)	6	3.1 %
No Response	43	21.9 %
Total	196	100.0 %

Income Bracket

The percentage of respondents who were in the $20,000 - 29,999 and $30,000 - 39,999 category were equal (10.7 percent). As can be seen in Table 4.6, the other sizable group of respondents fell into the $70,000 plus category, with the highest individual category total of 18.9 percent. Again, there was a large group of respondents who did not indicate their gross income bracket. This was attributed to both the number of respondents who did not consider themselves to be employed on a full-time basis, and also to those who indicated that they felt that the matter of their gross income was a private matter.

Table 4.6
Distribution of respondents by gross income

Gross income bracket	Frequency	Percentage
Less than 20,000	3	1.5 %
20,000 - 29,999	1	10.7 %
30,000 - 39,999	21	10.7 %
40,000 - 49,999	18	9.2 %
50,000 - 59,999	29	14.8 %
60,000 - 69,999	23	11.7 %
70,000 +	37	18.9 %
No Response	44	22.4 %
Total	196	100.0%

Instructional Experience

The majority of respondents answering this question indicated that they had been teaching for three years or less. 33.2 percent indicated that they had been teaching for less than one year, while 29.6 percent indicated that they had been teaching for 1 to 3 years. Quayle (Leslie, Kellams, & Gunne, 1982) found in his study that only 15 percent had been teaching for less than a year, and 85 percent had been teaching more than one year. In Dashcavich's (1988) study, 7.8 percent had been teaching for less that a year,

compared to 33.2 percent in the Faculty of Extension. In the rest of the length categories, the comparisons were relatively the same, except for those in the 13 years or more category, which Dashcavich found was 21.6 percent, compared to only 5.1 percent in this study. This comparison indicates that there is quite a bit of turnover in instructional staff at the Faculty, especially when one considers that Dashcavich's sample included instructors from the Faculty of Extension.

Table 4.7
Distribution of respondents by length of time teaching for university extension

Length of time teaching	Frequency	Percentage
Less than 1 year	65	33.2 %
1- 3 years	58	29.6 %
4 - 6 years	39	19.9 %
7 -9 years	13	6.6 %
10 - 12 years	9	4.6 %
13 or more years	10	5.1 %
No response	2	1.0 %
Total	196	100.0 %

Instructional Areas and Course Type

The instructional areas in this study were examined in two different ways. Firstly, the areas of instruction were divided into categories closely approximating the program area divisions within the Faculty of Extension. Secondly, the respondents were asked to indicate which type of course they taught.

In the first instance, Table 4.8 shows how the respondents indicated what their main focus of instruction was.

Table 4.9 indicates how the respondents reported the type of course they taught.

Table 4.8
Distribution of by respondents by main focus of instruction

Main instructional area	Frequency	Percentage
Adult Education	21	10.7 %
Applied Behavioral Sciences	5	2.6 %
Applied Sciences	23	11.7 %
Business	29	14.8 %
Environmental Resource Mgmt	13	6.6 %
Fine Arts	10	5.1 %
Land Economics & Real Estate	23	11.7 %
Liberal Arts	28	14.3 %
Government Studies	11	5.6 %
Womens' Program	11	5.6 %
Legal Studies	5	2.6 %
English Language Program	11	5.6 %
Libraries, Archives & Museums	4	2.0 %
Other	5	2.6 %
Total	196	100.0%

Table 4.9
Distribution of respondents by course type

Course Type	Frequency	Percentage
Certificate/Citation	74	37.8 %
General Interest	96	49.0 %
Professional Upgrading/Licensing	7	7.7 %
Other (includes instructor development, Spring Session for Seniors etc.).	15	3.6 %
	196	100.0 %

Summary

This chapter provided a description of the respondents and reported their responses to the questions asked by the study. Based on these data, a typical university extension instructor in Edmonton is between 40 and 49 years old, could be male or female, and is likely to be employed full-time in a broad range of occupations other than

teaching. He or she earns a gross income of over $40,000 annually, possesses a university education (usually at a graduate level), has spent less than three years teaching, and is equally likely to teach a general interest or certificate/citation course, perhaps depending on his or her qualifications.

CHAPTER V

STATISTICAL ANALYSES AND FINDINGS

Introduction

This chapter provides the results of the statistical analyses of the survey data. All data discussed in this chapter were gathered through the questionnaire, and are reported by research question.

Findings on the General Motivation to Teach Adults in University Extension

One of the major purposes of this study was to identify the characteristics and motivation of university extension instructors who teach adults, on a part time basis. The respondents were asked to indicate their level of agreement with twenty-four different statements identifying a particular motive or reason they might have for teaching adults on a five-point scale ranging from strongly disagree to strongly agree. The twenty-four statements, although randomly presented in the questionnaire, were subsequently organized into six different categories gathered from the literature, with four questions in each category. The responses for each motivation category were summarized and then divided by four in order to provide a mean response for all the respondents in each of the six categories. The responses in the six categories were then amalgamated further, so that all answers with a mean value of 3.25 to 5.00 were ranked as an "Agree" answer, all answers with a mean value of 1.00 to 2.75 were ranked as a "Disagree" answer, and all answers with a mean value of 3.00 were ranked as "Neutral".

Community Service

In this category, the reasons that people might teach adults include giving something back to the community; making a contribution to human development; showing

corporate support for the community; civic duty; and providing a resource for the community. The specific statements in the questionnaire referring to this category of motivations were:

> 6. Teaching gives me an opportunity to provide service to my community.
>
> 10. Teaching in university extension is an activity considered to be important by my employer.
>
> 18. Teaching enables me to make a significant contribution to the development of others.
>
> 24. Teaching is my way of contributing to an institution or program that has affected my life positively in some way.

Table 5.1 sets out the distribution of the mean responses to the preceding four statements.

Table 5.1
Distribution of responses - community service motivation

Response	Frequency	Percentage
Agree	60	81.6 %
Disagree	18	9.2 %
Neutral	18	9.2 %
Total	196	100.0 %

As an example of a community service motivation, one instructor who taught in the environmental resource management area and felt strongly about his motives said:

> I feel the University has a responsibility to adult learners. I'm one of the few people in the province who can teach what I teach. I think Albertans need to know so I teach adults what I think they need. I don't do it for the money or the power.

Economic/Time

In this category the reasons that people might teach adults include teaching for the money; earning extra income; looking for a full-time teaching position; and the fact that it is a short term commitment, it provides a tax deduction; or it is a good use of leisure time. The specific statements in the questionnaire referring to this category of motivations were:

3. Teaching adults is flexible, part-time work that I can fit easily into my schedule.

7. I teach mainly for the financial remuneration.

11. Teaching in university extension could help me find a full-time teaching position at a secondary or post-secondary educational institution.

23. Teaching adults is an activity that demands only a short-term commitment of my time.

Table 5.2 sets out the distribution of the mean responses to the preceding four statements.

Table 5.2
Distribution of responses - economic/time motivation

Response	Frequency	Percentage
Agree	68	34.7 %
Disagree	92	46.9 %
Neutral	36	18.4 %
Total	196	100.0 %

The comments made by instructors regarding this type of motivation centred mostly around what they saw as the flexibility of this type of employment. For example:

> I particularly enjoyed the freedom, given to me, to design and deliver the course according to my own principles, skills and choice.

> Flexible (I can choose times, dates, courses I'm interested in teaching).

Personal Development

In this category the motivation for people to teach adults might include a recognition that teaching is in line with one's philosophy/values; enjoyment and fulfillment; learning by teaching; that it provides a sense of accomplishment not found in one's present job; that one can be a role model/mentor; enjoyment of a wider variety of experiences that comes with teaching adults; and enjoyment of the role of teacher. The specific statements in the questionnaire referring to this category of motivations were:

8. Teaching gives me a sense of enjoyment and fulfillment.

13. Teaching provides me with a sense of accomplishment I don't find in my primary occupation.

16. Teaching adults provides me with challenge and stimulation.

17. Teaching adults allows me to serve as a role model or mentor to others.

Table 5.3. sets out the distribution of the mean responses to the preceding four statements.

Table 5.3
Distribution of responses - personal development motivation

Response	Frequency	Percentage
Agree	180	91.9 %
Disagree	5	2.5 %
Neutral	11	5.6 %
Total	196	100.0 %

As this was one of the motivational categories reported most frequently, there were many comments that supported these findings. Some of these included:

> I find teaching fulfilling and enjoyable because of the contribution that I see that I am making in other people's lives. It is very rewarding to know that I can have even a small impact on one person's life.

> Great personal satisfaction and a growth experience.

> I was initially motivated by the challenge, and found it fun. On the latter basis, I would do it again. Why do we always seem to ask "Did you want to 'contribute' or 'give service', and not 'did you want to enjoy yourself?

> One instructor who taught in the Spring Session for Seniors program said:

> I really enjoyed discovering how much I did know and being able to share it with others - particularly students as receptive as seniors.

> Another instructor commented on the mentoring aspect when he or she said:

> It also makes me think of better ways to teach individuals within the firm I work for and makes me a better mentor.

Professional Growth and Influence

In this category the reasons that people might teach adults include the opportunity to practice public speaking; prestige and status; keeping up with theoretical developments; identifying potential job candidates; looking for a full-time teaching position; recognition of the need for continuing education in a particular field; the challenge and stimulation of teaching adults; the desire to help others, and enjoying the recognition as an expert. The specific statements in the questionnaire referring to this category of motivations were:

1. It is prestigious to teach in university extension.
5. Teaching in university extension enhances my resume.
19. Teaching is a way of keeping up with recent development in my field of expertise.
21. Teaching gives me an opportunity to practice public speaking.

Table 5.4. sets out the distribution of the mean responses to the preceding four statements.

Table 5.4
Distribution of responses - professional growth and influence motivation

Response	Frequency	Percentage
Agree	167	85.2 %
Disagree	16	8.2 %
Neutral	13	6.6 %
Total	196	100.0 %

Some comments were made regarding this category of motivation were:

Keeps me up to date with what is going on in the profession and I enjoy it immensely.

Teaching challenges my expertise and forces me to keep abreast of developments in the area as well as clarifying my existing knowledge.

An additional opportunity to stay (forced) up with current literature combined with the practical requirements needed by the student.

Other instructors identified more practical considerations in this category such as:

Extension students provide wide variety of contacts.

For consultants, especially where you are teaching decision-makers in your discipline, teaching extension courses is a important form of networking - and therefore indirectly a form of 'advertising'.

(1) Gets our company name out there in a P.R. role (2) Allows me the opportunity to see what type of individuals are coming into the industry and possible employees.

Professional Leadership

In this category the reasons that people might teach adults include bringing current practice into the classroom; a recognition that teaching is a natural extension of one's profession; enjoying recognition as an expert; involvement in leadership; recognition that teaching is a way to utilize experience and training; and to stay current in the field. The specific statements in the questionnaire referring to this category of motivations were:

12. Teaching allows me to bring "real world" experiences from my profession/ occupation into the classroom.

14. Teaching helps me further utilize my experience, training and/or my education.

15. I enjoy being recognized as an expert in my field.

22. I feel teaching is a natural extension of my profession/occupation.

Table 5.5. sets out the distribution of the mean responses to the preceding four statements.

Table 5.5
Distribution of responses -professional leadership motivation

Response	Frequency	Percentage
Agree	188	95.9 %
Disagree	5	2.6 %
Neutral	3	1.5 %
Total	196	100.0 %

As seen in Table 5.5, professional leadership motives were the most frequently reported in this study. These findings were supported by comments like:

> I see teaching adults as part of my life's work and I am committed to advancing knowledge and professionalism to this discipline.
>
> Need demonstrated by the professional community.
>
> Professional upgrading courses are a highly important activity for both the University (which graduated most of the professionals) and for the professions. It is an on-going process in which we all need to participate - especially in this age of rapid change.

Social Interaction

In this category the reasons that people might teach adults include networking; interacting with students (and people of similar interests); escaping a more routine or less

stimulating environment; enjoyment and fulfillment; the flexible atmosphere; enjoyment of the part-time work which is considered to be a good use of leisure time; enjoyment of the friendship and camaraderie in class. The specific statements in the questionnaire referring to this category of motivations were:

2. Teaching is a productive use of my time not otherwise occupied with work or family commitments.

4. I enjoy the opportunities to interact and network with other instructors in the Faculty.

9. Teaching provides me with an opportunity to escape a less stimulating environment elsewhere.

20. I enjoy the camaraderie and friendship I find with adult students in my classes.

Table 5.6. sets out the distribution of the mean responses to the preceding four statements.

Table 5.6
Distribution of responses - social interaction motivation

Response	Frequency	Percentage
Agree	114	58.2 %
Disagree	52	26.5 %
No Response	30	15.3 %
Total	196	100.0 %

Although the motives found in the social interaction category were not strongly reported, there were indications that some instructors would like more of an opportunity to network. Comments included:

More courses available on weekends for instructors on adult education.

An informal opportunity to interact with peers would be enjoyable and beneficial.

One interesting comment was made by an instructor in the land economics and real estate area:

> I have made teaching my second career which takes me away from the pressures of my business. I know my subjects so well that I look forward to teaching and have a lot of fun with my students - just love it.

In order of frequency, the most reported motivation was professional leadership. 95.5 percent of respondents identified this motive, closely followed by personal development, with a frequency of 91.9 percent. Professional growth was also significantly reported by respondents (85.2 percent), as was community service (81.6 percent). Social interaction was reported by just over one half of respondents (58.2 percent). It is perhaps most notable that only 34.7 percent of respondents identified an economic motivation to teach adults on a part time basis.

Although the motivations identified in this study were not identical to other studies, making a comparison difficult, the results do somewhat mirror those of Yang and Zak (1981), who found that over 50 percent of their respondents identified enjoyment and fulfillment as their most important motivators. The findings depart significantly from those of Yang and Zak however, on the identification of economic motivators. Their sample identified financial need as a much more significant motivation.

Although exact comparisons are not possible, given the differences in categorization of the motivations, the result of this study indicate the same motivational tendencies identified by respondents to the Leslie, Kellams and Gunne (1982) study. Their study found intrinsic and professional motives to be primary motivators, in that order, among part time college instructors. The findings in this study also agree with their conclusions that the motives of part time instructors are many and complex.

The findings of this study show some similarity to those of Morton and Rittenburg (1982). They found that the highest percentage of respondents identified personal and

professional motivations. However, their results differ in that their respondents more frequently identified economic goals, as compared to social activity as a motivator. In this study, more respondents identified social interaction as a motivator than economics.

The results of Johnson's (1985) study identified professional growth and renewal as the most frequent motivation, closely followed by other intrinsic rewards. Again, although exact comparisons cannot be made, these results are not significantly different from the findings in this study.

Finally, the findings of Gappa and Leslie (1993) do differ somewhat from the findings in this study. They determined that the main reason to teach was to pursue professional growth. However, in this study, professional leadership and personal development were identified as at least equally important motivators, and may arguably be more important, among part time instructors in an extension setting. These differences in findings may, of course, arise only as a result of differing semantics. Nonetheless, the findings of this study do support the conclusions of Gappa and Leslie on one point, that while economic motives may be very important to some, it was never seen as the primary motivation.

Findings by Research Question

The findings arising from an analysis of the relationships between motivation and the instructor characteristics are reported below. This section specifically describes the findings related to the research questions, which address the main problem of this study. All the data that are analyzed and discussed in this section were gathered through the questionnaire. The results are organized, for presentation purposes, by research question.

Question One: Age and Motivation to Teach Adults

Table 5.7 sets out the results of the cross-tabulation analysis of age and motivation.

An analysis of the cross tabulation results shows that the desire to serve one's community, the search for personal development, and the desire to provide professional leadership were consistently reported motives across all age groups.

As might be expected, economic/time motives were reported more frequently among younger instructors, whereas economic needs appear to be less significant as instructors get older. 70 percent of the respondents in the 20-29 age bracket included economic considerations as a motive, whereas less than 30 percent of the respondents in the 50-59 age category reported it. Figure 5.1 clearly illustrates this disparity.

Table 5.7
Percentage of respondents reporting motives
by age category

Motivation	Age Category				
	20-29	30-39	40-49	50-59	60+
Community Service	70.0 %	86.4 %	75.3 %	88.2 %	86.7 %
Economic/ Time	70.0 %	33.0 %	35.0 %	29.4 %	26.6 %
Personal Development	90.0 %	98.3 %	87.0 %	94.1 %	86.7 %
Professional Growth	100.0 %	93.2 %	85.7 %	76.5 %	46.7 %
Professional Leadership	90.0 %	93.3 %	96.1 %	70.6 %	80.0 %
Social Interaction	80.0 %	55.9 %	51.9 %	61.8 %	73.3 %

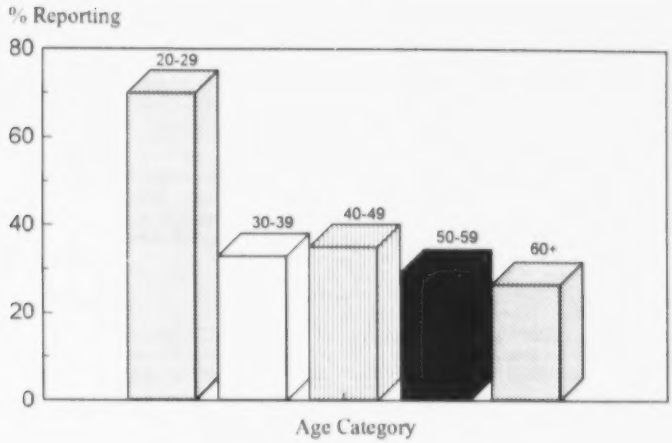

Figure 5.1
Respondents reporting economic/ time motivation
by age category

As can be seen from Figure 5.2, professional growth and influence was consistently reported, as a motive, among younger instructors (100 percent of respondents in the 20 -29 age bracket). However, its frequency decreases moderately with age, with just over 76 percent of respondents in the 50-59 category reporting it. Less than half of the respondents (46.7 percent) in the 60+ category reported this motivation.

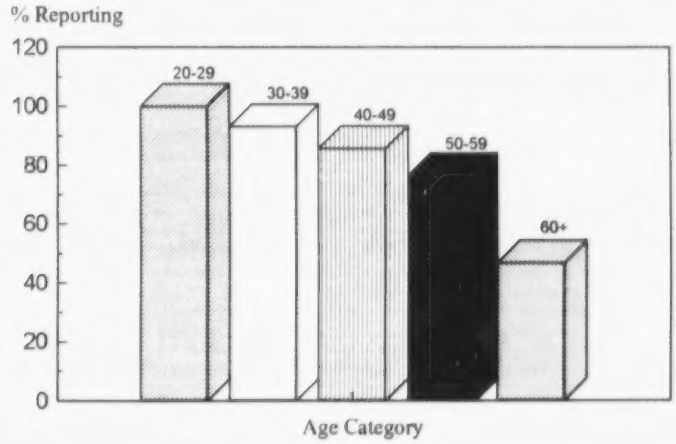

Figure 5.2
Respondents reporting professional growth and influence
by age category

Interestingly enough, the desire for social interaction is significantly reported, as a motivator, for the youngest group of respondents (80 percent of the 20-29 age category), while through the middle years, reporting of this motivator diminishes, (just over 50 percent in the 40-49 age category). In later years, this motive re-asserts itself, as over 70 percent of instructors in the 60+ age category indicated it. This trend can be seen in Figure 5.3.

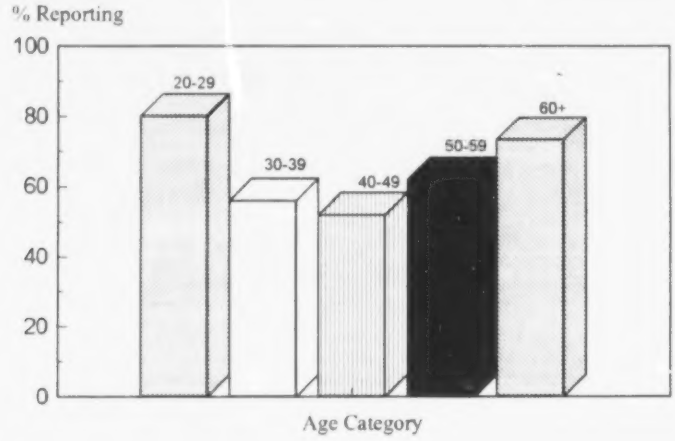

Figure 5.3
Respondents reporting social interaction
by age category

Question Two: Gender and Motivation to Teach Adults

Table 5.8 sets out the results of the cross-tabulation analysis of gender and motivation.

Table 5.8
Percentage of respondents reporting motives by gender

Motivation	Gender	
	Male	Female
Community Service	83.5 %	79.3 %
Economic/ Time	34.9 %	34.5 %
Personal Development	89.9 %	82.0 %
Professional Growth	81.7 %	87.4 %
Professional Leadership	96.3 %	95.4 %
Social Interaction	65.1 %	49.4 %

There is only a slight variation in the relative frequency of the reported motivators between male and female respondents. Among both sexes, the highest percentage of respondents reported professional development as a motivator. However, more women ranked professional growth as a motivator than men, while more men reported personal development as a motivator than women. One interesting result showed that 33 percent more men than women reported social interaction as a motivator to teach.

Question Three: Highest Level of Education and Motivation to Teach Adults

Table 5.9 sets out the results of the cross-tabulation analysis of level of education and motivation.

Table 5.9
Percentage of respondents reporting motives
by highest level of education

Motivation	Highest Level of Education			
	High School	Tech-Voc.	College	Post-Sec Cert.
Community Service	77.8 %	71.4 %	80.0 %	77.8 %
Economic/ Time	33.3 %	14.3 %	20.0 %	33.3 %
Personal Development	100.0 %	71.4 %	100.0 %	88.9 %
Professional Growth	88.9 %	85.7 %	100.0 %	88.9 %
Professional Leadership	100.0 %	100.0 %	92.9 %	100.0 %
Social Interaction	55.6 %	57.1 %	80.0 %	33.3 %

Motivation	Highest Level of Education				
	U/grad Educ	U/grad Other	Masters	Doctoral	Other
Community Service	100.0 %	82.5 %	80.9 %	82.1 %	85.7 %
Economic/Time	45.5 %	59.5 %	36.8 %	28.6 %	28.5 %
Personal Development	100.0 %	89.5 %	92.6 %	92.9 %	100.0 %
Professional Growth	90.9 %	86.0 %	88.2 %	64.3 %	85.7 %
Professional Leadership	100.0 %	94.7 %	95.6 %	100.0 %	100.0 %
Social Interaction	72.7 %	63.2 %	55.9 %	57.1 %	57.1 %

Professional leadership was reported most frequently as the primary motivator across all categories, with frequencies ranging from 92.9 percent - 100 percent.

The personal development motivator was the most frequently reported motivator among those with an undergraduate education degree, with a 100 percent response rate. This motivator was also significantly reported, with a frequency of 88.9 - 100 percent among those in the college, post-secondary certificate and other education categories. However, those with a technical-vocational education reported frequencies as low as 71.4 percent, which was the only frequency reported below 88.9 percent.

Professional growth and influence was reported by 100 percent of those respondents with a college education. It remains a significantly reported motivator across all education categories with frequencies of 85.7 - 88.9 percent, with the exception of respondents with a doctorate (64.3 percent) which was the only frequency reported below 85.7 percent.

The community service motivation was frequently reported by those with an undergraduate education degree, and also had a high relative frequency among those in the college (80.0 percent), master's (80.9 percent), doctoral (82.1 percent), and the other category (85.7). Those with a technical-vocational education again reported the lowest frequency regarding this motivator (71.4 percent).

The economic/time motivation was recorded with the lowest frequency across all nine educational categories, with only one reported frequency above 50 percent. This was specifically among respondents with a undergraduate degree other than education (59.5 percent). The social interaction motivation was also infrequently reported (although not as infrequently the economic/time motivation) by all educational categories, with a wide range of reported frequencies. Those holding post-secondary certificates reported the lowest frequency (33.3 percent), while those with a college education reported the highest (80 percent).

Question Four: Employment Status, Focus and Motivation to Teach Adults

Table 5.10 sets out the results of the cross-tabulation analysis of employment status and motivation.

Table 5.10
Percentage of respondents reporting motives
by employment status

Motivation	Employment Status	
	Employed	Unemployed
Community Service	82.4 %	82.9 %
Economic/Time	31.6 %	48.8 %
Personal Development	91.4 %	95.1 %
Professional Growth	84.2 %	87.7 %
Professional Leadership	96.7 %	92.7 %
Social Interaction	52.0 %	80.5 %

As reported in Chapter IV, 76.5 percent of the sample reported that they considered themselves to be fully employed outside the home or involved in the operation of a home-based business. Of those who considered themselves to be employed, 96.7 percent reported professional leadership as a motivation to teach. The personal development motivation followed, among this category of respondents, with a frequency of 91.4 percent. It was perhaps predictable that the least reported motivator, for employed respondents was economic/time, which was chosen by only 31.6 percent of these respondents.

Although one might have expected economic motives to be most frequently reported among respondents who were not fully employed, those who did not consider themselves to be employed chose personal development as their most frequent motivator (95.1 percent) for teaching adults. It is equally interesting to note, that their second most frequent motivator reported among this group was professional leadership (92.7 percent).

As reported in Figure 5.4, the telling comparison in this research question appeared among the frequencies of the social interaction motivator. Only 52 percent of the

employed group reported social interaction as a motivator, whereas the non-employed group overwhelming reported a 80.5 percent frequency for the same motive.

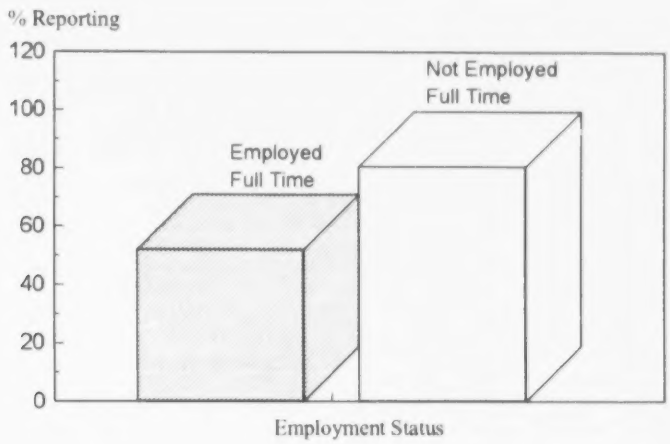

Figure 5.4
Respondents reporting social interaction
by employment status

Table 5.11 sets out the results of the cross-tabulation analysis of employment focus and motivation.

For the community service motivation, most respondents reported a frequency above 80 percent, except for those employed in the areas of business, human resources, research, and libraries. Those in the health services and performing arts areas reported frequencies of 100 percent, although it should be noted that the sample size in health services was extremely small.

Table 5.11

Percentage of respondents reporting motives
by employment focus

Motivation	Employment Focus			
	Admin/Mgmt	Business.	Consulting.	Education
Community Service	83.3 %	70.6 %	78.8 %	91.3 %
Economic/Time	20.8 %	11.8 %	39.4 %	34.8 %
Personal Development	87.5 %	88.2 %	96.7 %	91.3 %
Professional Growth	87.5 %	94.1%	90.9 %	65.2 %
Professional Leadership	100.0 %	94.1 %	100.0 %	91.3 %
Social Interaction	41.7 %	35.3 %	57.6 %	69.6 %

Motivation	Employment Focus			
	Finance	Health Svc.	Human Res.	Human Svc.
Community Service	75.0 %	100.0 %	75.0 %	90.0 %
Economic/Time	50.0 %	100.0 %	0.0 %	20.0 %
Personal Development	100.0 %	100.0 %	100.0 %	100.0 %
Professional Growth	100.0 %	100.0 %	80.0 %	100.0 %
Professional Leadership	100.0 %	100.0 %	100.0 %	90.0 %
Social Interaction	75.0 %	100.0 %	40.0 %	40.0 %

Motivation	Employment Focus			
	Marketing	Perf. Arts.	Research.	Lit Arts
Community Service	100.0 %	100.0 %	66.7 %	87.5 %
Economic/Time	33.3 %	20.0 %	50.0 %	40.0 %
Personal Development	100.0 %	100.0 %	83.3 %	87.5 %
Professional Growth	66.7 %	60.0 %	66.7 %	100.0 %
Professional Leadership	100.0 %	100.0 %	66.7 %	100.0 %
Social Interaction	66.7 %	0.0 %	66.7 %	50.0 %

Motivation	Employment Focus		
	Env. Protect	Other.	Library.
Community Service	83.3 %	80.0 %	66.7 %
Economic/Time	16.7 %	60.0 %	33.3 %
Personal Development	66.7 %	100 .0 %	100.0 %
Professional Growth	50.0 %	100.0 %	100.0 %
Professional Leadership	100.0 %	100.0 %	100.0 %
Social Interaction	66.7 %	80.0 %	66.7 %

For the economic/time motivation, the frequencies reported were consistent with those reported for this motivation throughout the study. The respondents in the human resources area actually reported a frequency of 0 percent for this motivation. They were joined by those in business, administration/management, human services, performing arts and environmental protection who reported frequencies of below 30 percent.

As might have been expected, the personal development motive was reported with high frequencies by all areas except for environmental protection (66.7 percent), which was the only area reporting less than an 80 percent frequency. The professional growth and influence motive was reported with frequencies of over 80 percent, except for the areas of education, marketing, performing arts, research, and environmental protection. It was interesting that the respondents in education were included in the latter group, but this might be possibly because they occupied such positions as administrators, not teachers.

Professional leadership reported the highest frequencies in this table (90 - 100 percent), with the exception of those involved in research (66.7 percent), which was a reasonable conclusion. With regard to the social interaction motive, the reported frequencies were very mixed. The lowest frequency was reported by the performing arts area (0 percent), and the highest was health services (100 percent). There was a cluster around 35 - 42 percent (administration/management, business, human resources, and human services), and another cluster around 58 - 75 percent (consulting, education, finance, marketing, research, environmental protection and libraries). It is difficult to find a rationalization for this breakdown, other than perhaps those at the lower end tend to work with others on a consistent basis, whereas those at the higher end might not have the same daily involvement with other people.

Question Five: Income Bracket and Motivation to Teach Adults

Table 5.12 sets out the results of the cross-tabulation analysis of income and motivation.

Among respondents in five of the seven income brackets, professional leadership was the most frequently reported motive, with frequencies ranging from 95.2 to 100 percent.

Table 5.12
Percentage of respondents reporting motives
by income category

Motivation	Income Category (in 1000's)			
	N/R	20 - 29	30 -39	40 -49
Community Service	72.7 %	81.0 %	76.2 %	83.3 %
Economic/Time	38.6 %	52.4 %	38.1 %	33.3 %
Personal Development	91.0 %	90.4 %	95.2 %	100.0 %
Professional Growth	77.3 %	86.0 %	90.5 %	88.9 %
Professional Leadership	93.2 %	95.2 %	100.0 %	88.9 %
Social Interaction	65.9 %	47.6 %	66.7 %	72.2 %

Motivation	Income Category (in 1000's)			
	50 -59	60 -69	70+	<20
Community Service	93.1 %	87.0 %	83.8 %	66.7 %
Economic/Time	37.9 %	17.4 %	24.3 %	66.7 %
Personal Development	90.0 %	87.0 %	94.6 %	66.7 %
Professional Growth	82.8 %	87.0 %	83.8 %	100.0 %
Professional Leadership	96.6 %	100.0 %	100.0 %	66.7 %
Social Interaction	69.0 %	43.5 %	43.2%	66.7 %

The two income categories that did not record professional leadership with the highest relative frequency were in the $40,000 - 49,999 bracket and the under $20,000 bracket. Personal development motives were most frequently recorded among the $40,000 - 49,999 category, with 100 percent frequency. Somewhat surprisingly, those in the under $20,000 category consistently chose professional growth and influence as a motive, recording a 100 percent frequency. It should be noted that the sample of respondents in the latter category was very small, and that the frequencies for all other motives in this income bracket were 66.7 percent.

The respondents in the $60,000 - 69,999 income category reported community service with the second highest relative frequency, at 87 percent, while the least frequently reported motivation among this income category was economic/time, with only 17.4 percent. For those in the $70,000 + range, it was interesting to note that the frequency of the community service motive dropped slightly, to 83.8 percent, while the frequency of the economic/time motivator increased about the same amount, to 24.3 percent. Although community service was frequently reported across all income categories, clearly it was more frequently chosen by those who were above the $50,000 threshold.

Social interaction was among the least frequently chosen motives, across all income brackets, as was economic/time. Interestingly enough, the most frequent occurrences of social interaction, as a motive, were among those who in income brackets from $30,000 to $59,999 per year, recording frequencies of 66.7 to 72.2 percent., and among those in the Other category, who recorded a frequency of 66.7 percent. The lowest frequencies of the social interaction motivation were in the $20,000 - 29, 999 category at 47.6 percent, the $60,000 - 69, 999 category at 43.5 percent and the $70,000+ category, with a 43.2 percent frequency.

These results indicate that, across all income categories, those respondents who reported professional leadership as a motive, tended to report social interaction less frequently. Those who are teaching for reasons of professional leadership may be

interested in social interaction only as a by-product of teaching, not as a primary motivator.

Question Six: Instructional Focus, Experience and Motivation to Teach Adults

Table 5.13 sets out the results of the cross-tabulation analysis of instructional focus and motivation.

Community service as a motivator, was reported with over 70 percent frequency across all instructional areas except for legal studies, where this motivation was reported by only 40 percent of respondents. Clearly this was not one of the common motivators for instructors in the area of legal studies.

As might be predicted from the results so far, economic/time was recorded as a motivator infrequently across most instructional areas, with a frequency of below 50 percent in all areas, except applied science (52.2 percent), and applied behavioural sciences (60 percent). Most significantly, the business area reported an extremely low 3.4 percent frequency of the economic/time motive. This may be due to the fact that almost 80 percent of the sample who teach business courses earn in the $50,000 to $70,000+ range, and are therefore more likely to consider teaching almost purely for intrinsic, rather than monetary, reasons.

Among the respondents teaching in the libraries, archives and museums programs, the trainers and educators of adults area, and the business programs areas, personal development was reported as a motivator 100 percent of the time. All other areas instructional areas reported frequencies above 80 percent, for the personal development motivator, with the exception of environmental resource management, which was slightly lower with a reported frequency of 76.9 percent.

Professional growth and influence was chosen by 80 - 100 percent of respondents in all instructional areas, except for fine arts, with a 60 percent frequency and government studies, which recorded a frequency of 54.5 percent. It is noteworthy that these same two instructional areas chose professional leadership quite frequently as a motive.

Table 5.13

Percentage of respondents reporting motives by instructional focus category

Motivation	Instructional Focus Category				
	Ed. of Adults	Appl.Behav.Sci.	Appl. Sci.	Business.	Env Res. Mgt
Community Service	85.7 %	100.0 %	87.0 %	86.2 %	92.3 %
Economic / Time	28.6 %	60.0%	52.2 %	3.4 %	38.5 %
Personal Development	100.0 %	80.0 %	91.3 %	100.0 %	76.9 %
Professional Growth	86.0 %	80.0 %	87.0 %	93.1 %	100.0 %
Professional Leadership	100.0 %	100.0 %	96.0 %	100.0 %	100.0 %
Social Interaction	62.0 %	60.0 %	70.0 %	55.2 %	61.5 %

Motivation	Instructional Focus Category				
	Fine Arts	Real Estate	Lib Arts	Gov't St.	Women's
Community Service	70.0 %	78.3 %	76.0 %	90.9 %	90.9 %
Economic / Time	30.0 %	30.4 %	48.0 %	18.2 %	18.2%
Personal Development	90.0 %	95.7 %	84.0 %	91.0 %	100.0 %
Professional Growth	60.0 %	91.3 %	80.0 %	54.5 %	91.0 %
Professional Leadership	90.0 %	100.0 %	84.0 %	100.0 %	100.0 %
Social Interaction	50.0 %	47.8 %	76.0 %	45.5 %	36.4 %

The professional leadership motive was chosen frequently across all instructional areas, with most of areas recording a frequency of 90 - 100 percent. The two exceptions were liberal arts, with a frequency of 84 percent and legal studies with a frequency of 80 percent. This divergence may be explained, firstly, by the hypothesis that those respondents teaching in the humanities had less of a sense of professional leadership as a group, because they come from quite diverse specialties, such as languages, history, philosophy etc. Secondly, it should be noted that the relatively small number of respondents in legal studies may have resulted in the reported highest frequencies of 80 percent which were recorded for the three areas of professional growth and influence, personal development, and professional leadership.

The social interaction motivator showed a wide variation in frequency across the instructional areas, with the lowest frequency in libraries, archives, and museums, at 25 percent and the highest frequency in the liberal arts area, at 76 percent. The results in the libraries, archives and museums programs may have been influenced by the fact that these programs were a recent addition to Faculty of Extension offerings, with all of its instructors having taught for less than one year.

Professional development programs in areas such as legal studies, government studies and land economics, and real estate were joined by the fine arts instructional area in reporting a 40 - 50 percent frequency of the social interaction motivator. The 51 - 62 percent frequency range for social interaction spanned a diverse combination of instructional areas including business, applied behavioral science, environmental resource management, and trainers and educators of adults. Finally, a 63 - 76 percent frequency range for this motivation was reported by the instructional areas of applied sciences, english as a second language and the liberal arts.

Table 5.14 sets out the results of the cross-tabulation analysis of instructional experience and motivation.

Among those new to adult education, represented in the sample as those with less than one year of experience, professional leadership, personal development and community service dominate as motivators. The economic motivation were reported with the lowest frequency among first time instructors with only 44 percent of respondents reporting it.

Table 5.14

Percentage of respondents reporting motives
by experience category

Motivation	Experience Category		
	<1 Yrs	1-3 Yrs	4-6 Yrs.
Community Service	81.5 %	77.6 %	76.9 %
Economic/Time	44.0 %	27.6 %	33.3 %
Personal Development	90.8 %	89. 7%	92.3 %
Professional Growth	58.5 %	87.9 %	87.2 %
Professional Leadership	93.8 %	94.8 %	97.4 %
Social Interaction	61.5 %	50.0 %	59.0 %

Motivation	Experience Category		
	7-9 Yrs	10-12 Yrs	13+ Yrs.
Community Service	92.3 %	88.9 %	100.0 %
Economic/Time	30.8 %	44.4 %	20.0 %
Personal Development	100.0 %	100.0 %	90.0 %
Professional Growth	76.9 %	77.7 %	50.0 %
Professional Leadership	100.0 %	100.0 %	100.0 %
Social Interaction	61.5%	77.7%	60.0 %

Approximately 60 percent of newer instructors reported professional growth and social interaction as motivators. It appears, on the face of this analysis, that the majority of instructors enter the profession for predominately altruistic motives, rather than economic gain.

Community service, professional leadership and personal development were reported fairly constantly across all experience categories, showing a gradual increase in frequency as the years of teaching experience increased.

It is notable that fully 100 percent of instructors with more than twelve years of experience indicated community service as a motive, while 100 percent of instructors with seven or more years of experience reported professional leadership as a motive. Equally, 100 percent of instructors with seven to twelve years of experience reported the personal development motive and 90 percent of those with thirteen or more years of experience reported this motive.

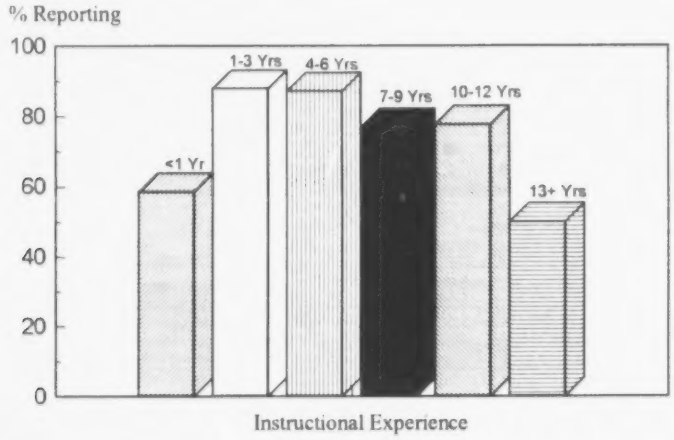

Figure 5.5
Respondents reporting professional growth
by instructional experience

Interestingly, professional growth seems to have only a moderate influence as a motivator among first time instructors, but increases in significance among more experienced instructors, as seen in Figure 5.5. Just over 58 percent of first timers reported this motivation, while 87 percent of those with one to six years of experience indicated professional growth as a motivator. This frequency of this motivation tapers off as the level of experience continues to increase, so that only 50 percent of those with thirteen or more years of experience reported this motive. These results suggest that once instructors get their feet wet, they discover the potential for professional development afforded them by the teaching experience. As the level of experience increases, however, instructors may discover that the opportunity for professional development diminishes and other motivations, such as community service or professional leadership begin to supersede professional development.

Social interaction remains a constant motivator among about 60 percent of instructors, regardless of experience. On the average, 61.1 percent of respondents across all levels of experience reported this motivation. The economic/time motivation maintained a relatively low frequency across all experience categories and was reported by only 20 percent of those with 13 or more years of experience.

Question Seven: Course Type and Motivation to Teach Adults

Table 5.15 sets out the results of the cross-tabulation analysis of course type and motivation.

The types of courses categorized in this study were divided into four groups. These groups were certificate/citations programs, general interest courses, professional upgrading/licensing courses, and an "other" category which included such courses as instructor development, spring session courses for seniors, etc. With one exception, the

relative frequency reported for each motivator did not vary significantly across course type.

Table 5.15

Percentage of respondents reporting motives by course type

Motivation	Course Type			
	Cert / Cit	Gen.Int.	Prof / Lic.	Other
Community Service	85.1 %	78.1 %	100.0 %	86.6 %
Economic / Time	31.0 %	41.6 %	42.9 %	13.3 %
Personal Development	95.9 %	88.5 %	85.7 %	93.3 %
Professional Growth	86.5 %	81.3 %	85.7 %	86.7 %
Professional Leadership	97.3 %	93.8 %	100.0 %	100.0 %
Social Interaction	51.4 %	65.5 %	42.9 %	40.0 %

The economic/time and social interaction motivators showed the lowest frequency across all course types, while the professional leadership and personal development motivators showed the highest frequency across all course types, ranging from 85.7 to 100 percent.

The one exception is the professional upgrading and licensing category, where community service and professional leadership were reported by 100 percent of respondents. Community service was reported with greater frequency than other motives for respondents teaching the professional upgrading types of courses, as illustrated by Figure 5.6.

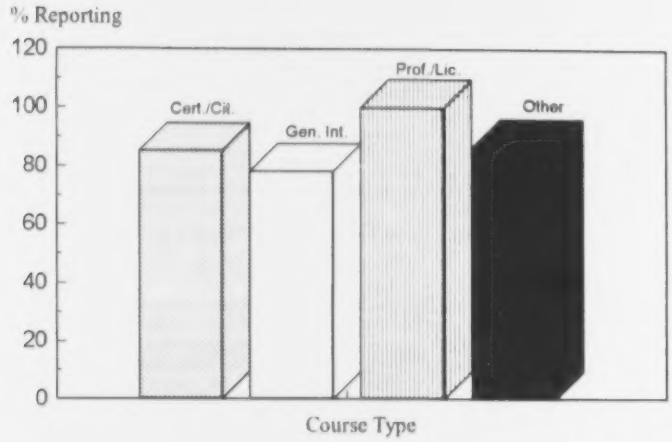

Figure 5.6
Respondents reporting community service
by course type

Summary

This chapter sets out the results of the statistical analyses of the survey data. The findings of general motivations were initially discussed followed by the findings arising from the seven research questions.

The first major step in the analysis was to categorize the twenty-four questions regarding motivation to teach into six groups: community service, economic/time, personal development, professional growth and influence, professional leadership, and social interaction. Four questions from the questionnaire were placed into each of the six categories, and a frequency count was calculated for each category.

In general, the categories of professional leadership and personal development recorded the highest frequencies and may be considered the primary motivations for individuals to teach in university extension. Instructors felt that while teaching was a means to serve in a leadership capacity by connecting their profession to the classroom, it

was also enjoying, fulfilling, challenging, and provided them with a sense of accomplishment.

Professional growth and influence and community service were less frequently, but significantly reported, and may be considered as almost interchangeable motivations on the basis of relative frequency, even though professional growth and influence was recorded with a slightly higher frequency. It was clear that instructors enjoyed the prestige and status connected with teaching at the university, as well as the opportunity to keep up with recent developments and practice public speaking. However, not all of their motives were for personal gain, as many also indicated the importance of providing service to their community and positively affecting other individuals, programs and institutions.

According to the results of this study, the least frequently reported motivational categories were social interaction and economic/time. While social interaction appeared to be seen as a positive by-product of teaching, it is not likely a prime motivator for any group and classification of instructor. For some groups, such as more mature instructors, or those who were not fully employed elsewhere, the ability to network and share experiences with other staff and students had more significance than for others. However, it should also be pointed out that many instructors felt their opportunity to interact with other instructors was limited and therefore it was difficult to make a judgment. It was also clearly indicated that while the university extension instructors in this sample did not teach for the financial remuneration, economic factors can still be included as one of many factors in their decision to teach. The majority of the instructors did not feel that teaching was a short-term or flexible time commitment, unless perhaps they were students or retired individuals.

Cross tabulations were performed for each motivation category with the variables of age; gender; highest level of education; employment status and focus; income bracket; instructional focus and experience; and course type.

There is evidence of some differences in the frequency of certain motivations by age. Younger instructors were driven more by economic needs, social interaction and professional growth and influence. Instructors in the next ten to twenty years were influenced by the search for personal development, professional growth and leadership, and community service. For older instructors, social interaction reasserts itself as a motive, along with the desire to serve their community.

There is very little difference among motivations between the genders. The one apparent difference is that women reported professional growth more often than their male counterparts, while men considered the opportunity for personal development as quite important.

Professional leadership was reported quite frequently by respondents across all levels of education, with personal development also showing a significant frequency. Again the economic and time motives were not nearly as popular. The highest level of education attained did not appear to have a major impact on the instructors' choice of motive.

As might be expected, the respondents who considered themselves to be employed full-time tended to chose professional leadership as a motive, while the other group indicated more frequently that personal development was important to them. For those who reported their income bracket, professional leadership was again a frequent motive. The analysis of this variable did illustrate some variation, as some respondents clearly thought community service and social interaction were important, whereas these motivations were not frequently reported throughout the rest of the study.

When the instructional focus or subject area was examined, there were clear differences between areas, with regards to specific motives. Social interaction was reported with very diverse results, while professional leadership, and professional growth and influence were consistently reported with significant frequency. Community service was generally strongly reported, with the exception of a single subject area. Once again,

economic and time variables were not considered to be of great importance. An examination of course type showed that the instructors again reported professional leadership and personal development frequently, with no apparent relationship to course type. The one exception was where community service replaced personal development as a motive in the professional upgrading/licensing courses, which was in addition to their choice of the professional leadership motive.

There appear to be dominant motives that run through all of these analyses. Almost all instructors in the sample taught primarily to provide leadership in their profession and to gain opportunities for their own personal development. Although the categories assigned to the respondents' selections were somewhat arbitrarily based on the literature and other research, there was enough consistency across almost all of the variables to provide credibility to these results.

CHAPTER VI

SUMMARY AND CONCLUSIONS

This final chapter contains a summary of the study relative to its purpose, research methodology, and major findings. In addition, it provides the conclusions which emerged from the study findings, implications for future research, and a concluding statement.

Summary

Purpose of the Study

The main purpose of the study was to examine the motivation and characteristics of university extension instructors who teach adults at the University of Alberta. Seven specific research questions served as a guide to the development of the study and for the analysis of the data. The first question examined the effect an instructor's age had on his or her motivation to teach in a university extension setting. The second question dealt with what effect gender might have on an instructor's motivation to teach. The third question attempted to ascertain whether there was a relationship between an instructor's highest level of education and his or her motivation to teach.

The fourth question dealt with the nature of the relationship between an instructor's employment status, the focus of that employment, and his or her motivation to teach, while the fifth question examined what effect an instructor's gross income might have on his or her motivation to teach in university extension.

The sixth question looked at any possible differences in instructors' motivation compared to their instructional focus and their length of time teaching in university extension. The final question attempted to determine whether there was any effect on an instructor's motivation to teach and the type of course he or she taught.

A review of the literature was conducted in order to compare the findings of this study with the findings in the literature. The review of the literature revealed that, while there was a dearth of information regarding motivation to teach as compared to motivation to learn, there were a few pertinent studies reported. It should be noted that almost all of these studies took place in the United States. Of the typologies of the instructors present in the literature, there were many similarities and often similar motivations. There were reported differences in the findings of these studies but none critically so. The characteristics of part-time instructors were also quite similar, with primary differences occurring in the gender and level of education, although some of these differences may be attributed to the location and setting of some of these studies.

Research Methodology

A focus group and a four-page questionnaire were used to collect the data in this study. The focus group interview was held with selected part-time university extension instructors, and assisted the researcher in both questionnaire design and data collection. The group consisted of seven individuals who teach in different subject areas. The data gathered from this interview assisted in the refinement of the questionnaire and helped the researcher anticipate the nature and quantity of data that might be forthcoming during this study.

The questionnaire was pre-tested with nine part-time adult education instructors, as well as with the seven participants from the focus group interview. The first section set out twenty-four statements about possible motives an individual might have for teaching in university extension and asked respondents to indicate the extent to which they agreed with each statement. The second section asked the respondent for background demographic information.

The sample was drawn from a total list of 695 instructors who taught for the Faculty of Extension from April 1, 1993 to March 31, 1994. The questionnaire was mailed

to a random sample of 300, and was not restricted by geographic location. Of the 300 questionnaires mailed, sixteen were returned by Canada Post, resulting in a final sample of 284. 219 were returned, with 196 determined usable for data analysis, resulting in a response rate of 69.0 percent.

The data were processed to report the descriptive findings by using frequency counts in the form of tables. The data were also analyzed using One-Way Contingency Tables (Cross-tabulations) in order to determine the relationships between instructors' motive(s) to teach in a university extension setting and the demographic and other characteristic variables in accordance with the research questions. The statistical program used was SPSS for Windows.

Review of Findings

Description of the respondents. When the demographic findings of this study were reviewed, it is obvious that a diverse group of people instruct adults in a university extension setting. The respondents in this study were 56.6 percent male and 44.4 percent female, characteristically between the ages of 30 and 49. This study found a variety of educational backgrounds among the respondents, most of whom had a university degree, usually in an area other than education, and many of whom possessed a post-graduate degree.

Those employed on a full time basis were involved in a broad range of careers, from administration to the literary and visual arts. The majority of instructors had been teaching in university extension for three years or less. Their average gross income was over $40,000 annually, and they were equally likely to teach a general interest or certificate/citation course.

Statistical analyses and finding. For ease of analysis, the twenty-four questions from the questionnaire were grouped into six categories: community service, economic/time, personal development, professional growth and influence, professional leadership, and social interaction.

In general, the categories of professional leadership and personal development were identified by over 90 percent of respondents as motivations for individuals to teach in university extension. Instructors felt that teaching was a way to perform a leadership function in their profession by connecting it to the classroom, and that teaching was also enjoyable, fulfilling, challenging, and provided them with a sense of accomplishment.

With regards to professional growth and influence and community service, it was clear that an almost equivalent majority of instructors enjoyed the prestige connected with teaching at a university, an opportunity to keep up with recent developments and practice public speaking. On a more global note, they also indicated the importance they placed on providing service to their community and the opportunity to positively influence other individuals, programs and institutions.

Overall, the social interaction and economic/time motives were not identified as significant. As might be expected, for some groups the ability to network and share experiences with other staff and students was more important than for others. Although it could be considered as one of many factors in their decision to teach, it was clear that the university extension instructors in this sample did not teach for the financial remuneration.

Question One: Age and motivation to teach. There is evidence of some differences in primary motivation by age. Younger instructors were driven more by economic needs, social interaction and the opportunity for professional growth and influence. Instructors in the subsequent ten to twenty years were influenced by the search for personal development, and professional growth and leadership, while community service was important at both the beginning and ending of their teaching careers.

Question Two: Gender and motivation to teach. There was not much difference between males and females when reporting their primary motivation to teach. One apparent difference was that women ranked professional growth higher, while men considered the opportunity for personal development quite important.

Question Three: Level of education and motivation to teach. As with gender, the highest level of education attained did not appear to have a major impact on the instructors' choice of motive.

Question Four: Employment status, focus, and motivation to teach. The respondents who considered themselves to be employed full-time more frequently chose professional leadership as a motive, while those who indicated that they did not consider themselves to be employed full-time more frequently identified personal development as a motive for teaching. Overall, professional leadership was most often identified as a motive across all respondents regardless of their full time occupation.

Question Five: Income and motivation to teach. The gross income of instructors does have some relation to their motivation to teach. Professional leadership was frequently reported, as was personal development, but there were notable variations across income categories.

Question Six: Instructional area, experience and motivation to teach. There was little variation among the relative motivations across instructional focus categories with a few notable variations. Business instructors overwhelmingly rejected economic consideration as a motivation for teaching.

Question Seven: Course type and motivation to teach. Course type was not a critical factor in influencing motives - instructors across all course types identified professional leadership and personal development as important. One exception was the instructors who taught professional upgrading/licensing courses, as they reported community service to be a very important motive.

Clearly, there are common themes that run through all of these analyses. Almost all instructors in the sample taught primarily to provide leadership in their profession and to take advantage of opportunities for their own personal development. Although the six categories used to define motives in the study were somewhat arbitrarily based on the literature and other research, there is enough consistency across almost all of the variables to provide credibility to these results.

Conclusions

This section outlines conclusions that were formulated based on the research methodology, the literature review, and the findings of this study. Conclusions are organized by methodology and the seven research questions.

Methodology

The mail survey method that was used to conduct this study was appropriate considering the nature of the population, the information required, the resources available, and the time limitations. However, in reviewing the responses, some short-comings did become apparent. Due to the divergent manner in which the different areas within the Faculty of Extension manage their instructor information, some of the mailing labels were incorrect or incomplete, and there were several questionnaires returned by individuals who stated that they had not taught for the Faculty since well before the targeted time frame. There were also individuals who appeared as if they were involved in an instructional

activity for the Faculty, when they may in fact have been involved in an activity like producing a display or speaking briefly at a conference.

With regards to the 31 percent who did not reply to the questionnaire, some reasons may be presupposed as to why they did not respond. Many of the potential respondents could have been in the above category, and only spoke briefly at a faculty-sponsored event, while others who did not respond were not located within Alberta or even Canada.

In addition, the survey method did not give much allowance for individual interpretation. Some respondents indicated that they were frustrated by the inability to further explain their responses, and felt that the assumptions they perceived to be present in the questionnaire made it difficult for them to answer some of the questions. For future reference, follow-up interviews or another focus group interview would have helped rectify this apparent shortcoming.

Professional Leadership

Professional leadership was clearly the most dominant motivator, with 95.9 percent of the respondents agreeing with the statements made in this category on the questionnaire. The respondents expressed the importance of bringing the real world or aspects of their profession/occupation into the classroom. For university extension faculties or departments, alliances with professions or occupations may be critical ways not only to recruit instructors, but to enhance links with the business or professional community. If individuals are interested in informing the public about their chosen profession/occupation, what more effective way to do this than in a teaching/learning setting?

Personal Development

Personal development was identified as an important motivator by study participants 91.9 percent of the time. The two statements about finding enjoyment and fulfillment, as well as challenge and stimulation in teaching adults were regarded very highly by most respondents. When asked to rank their top three motives for teaching, most respondents chose those two statements as either their first or second choice. Clearly, a large part of motivation for these university extension instructors is intrinsic in nature. Theoretically, while it would be impossible to cater to all the personal development needs of a large group of instructors, there should be common denominators. If some of the factors that influence finding challenge and enjoyment for instructors can be determined, this could be taken into consideration by program administrators. For example, personal development activities may include offering professional development workshops on a regular basis, or offering instructors the opportunity to enroll in any faculty or department courses at a discount. Additionally, adequate feedback and self evaluation opportunities would be provided to instructors to assist them in bench marking their development and to provide incentive.

Professional Growth and Influence

Professional growth and influence was also viewed as an important motivator by respondents who agreed with the statements in that category of the questionnaire 85.2 percent of the time. Clearly for some respondents the prestige and status connected with teaching at a university is an important motive. For others, it could be the networking opportunities if looking for a full-time teaching position, or being recognized as an expert in a particular field. These instructors may find rewards in the possibilities of guest lecturing in other classes to further their own exposure, or perhaps to be involved in giving mini-lectures at faculty/department open houses or information sessions. Some might appreciate the opportunity to join the faculty club, the campus recreation department, or

to participate in professional development opportunities offered by the university for its full-time faculty. Many of these benefits may already be available to them, although they may not be aware these opportunities exist.

Community Service

Community service was identified slightly less often than professional growth and influence, at a reported frequency of 81.6 percent. While teaching as a means of providing service to the community seemed to be only somewhat significant to most respondents, most did not agree that they taught in university extension because their employer supported it. While it may be important for the faculty or department to make a connection to the business or professional community, this doesn't appear to be very critical for individual instructors. There was also some positive response to the statement about contributing to a program or institution that had been of some influence in their lives. This suggests that soliciting alumni for instructional positions might be a very positive way to solidify a graduate's relationship with his or her alma mater. In addition, this might prove to be beneficial for the university in the long term in regard to fund development or public awareness activities.

Social Interaction

While deemed by some categories of respondents to be an important motivator, social interaction was generally reported less often than the preceding four categories at a frequency of 58.2. Most instructors appear to enjoy the time they spend interacting with other staff, students and instructors, although this could hardly be regarded as a critical motive for any of them. Some comments were made by respondents that they did not have much of an opportunity to interact or meet with other instructors, therefore it was difficult for them to judge if that might be an important motive for them. Faculties or departments might want to consider offering instructor workshops as previously suggested, or even

receptions or gatherings that would allow instructors to meet with colleagues. This is especially true for instructors who usually teach evening classes and often do not even have the opportunity to meet with the staff they may deal with on an almost daily basis.

Economic/Time

Clearly the statements in this category provoked the most "disagree" responses, as participants agreed with them only 34.7 percent of the time. It was obvious that, of all the categories, this was the least motivating of all. While there were a few comments from instructors about how they enjoyed the flexibility of being able to choose the times and dates when they wanted to teach, this was not a commonly held opinion. Most instructors regarded their teaching duties as a relatively major commitment, and not an activity undertaken for the sake of convenience. It is suggested that instructors might benefit from having more input into the program planning process, where their needs as busy people could be considered along with the other relevant factors.

While financial remuneration might be a factor, it was certainly not a very important one. It is probable that few if any of the sample of instructors would want to teach for free, particularly if they are currently remunerated. Universities can, however, take some comfort in the fact that the quality and level of motivation among part time instructors is not dependent on their level of financial remuneration.

Among the comments volunteered by respondents, there were many additional motivations identified to explain why they teach in university extension. These included the opportunity to receive library cards, the benefits of cross-cultural contact with adult students, and the ability to have a positive effect on issues and professional development needs within a particular field. It should be noted, however, that not all the experiences of university instructors were positive. There were reports of poor morale in the administration and inadequate payment, but these were outweighed by the many positive comments and experiences reported by most instructors. In general, these experiences

could be summarized by the two extension instructors who said "Extension education is the wave of the future", and that "Teaching for extension is a valuable privilege".

However, a caution should be made that these results do not mean that the respondents are not interested in the financial remuneration, but merely that it is not their primary motivator. It is also important to note that there was only one question on remuneration in the economic/time category, and the other three focused on motives such as prestige and time.

Implications for Further Research

The results of this study have agreed with the majority of the scant literature dealing with the topic of motivation to teach adults. Some differences might be attributed to such factors as the sample consisting of those who teach credit rather than non-credit courses, or full-time faculty rather than part-time.

If this study were to be carried further, it is suggested that it would be a useful endeavor to survey the perceptions of the academic administrators and programmers who hire these instructors to determine what they consider motivates their instructors. A secondary purpose might also be to discuss what they see as currently available opportunities for their instructors to satisfy the motivators identified in this study, such as chances for professional development or networking.

It is suggested that a sequel to this study be carried out in with a sample of full-time continuing professors in order to determine if the findings on part-time instructors can be generalized to those who teach full-time. However, it is also suggested that interviews be used as the research instrument, rather than questionnaires, given that the participation rate might be higher.

Concluding Statement

Adults who teach other adults in university extension have multiple and complex reasons for undertaking this activity. Their motives range from providing leadership within their profession, to contributing to the development of others, to the convenience of having a flexible part-time job after retirement. It is important to note that these adult education instructors teach not in order to escape a particular situation, to find something they feel they are missing in their lives, or to make money.

Simply put, they teach in order to add significance and meaning to their lives. They see this as achievable in a variety of ways, including contributing to their personal or professional communities, further utilizing their own experience, training and education, or for the sheer challenge and enjoyment of teaching adults.

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APPENDICES

APPENDIX A

Questionnaire

Data Entry Use Only

Motivation To Teach in University Extension

Section I

Please rate each of the following statements by circling a number on the accompanying 5-point scale as to whether you Strongly Disagree (1), Disagree (2), Agree (4) or Strongly Agree (5) with it. If you are Neutral (3) about that particular statement, please indicate so by circling 3.

For example, if you agree with the following statement, you would circle the 4.

Teaching gives me a sense of enjoyment and fulfillment. 1 2 3 (4) 5

I am motivated to teach adults on a part-time basis in university extension because:

		SD	D	N	A	SA
1.	It is prestigious to teach in university extension.	1	2	3	4	5
2.	Teaching is a productive use of my time that is not otherwise occupied with work or family commitments.	1	2	3	4	5
3.	Teaching adults is flexible, part-time work that I can fit easily into my schedule.	1	2	3	4	5
4.	I enjoy the opportunities to interact and network with other instructors in the Faculty.	1	2	3	4	5
5.	Teaching in university extension enhances my resume.	1	2	3	4	5
6.	Teaching gives me an opportunity to provide service to my community.	1	2	3	4	5
7.	I teach mainly for the financial remuneration.	1	2	3	4	5
8.	Teaching gives me a sense of enjoyment and fulfillment.	1	2	3	4	5
9.	Teaching adults provides me with an opportunity to escape a less stimulatingenvironment elsewhere.	1	2	3	4	5
10.	Teaching in university extension is an activity considered to be important by my employer.	1	2	3	4	5

Data Entry Use Only

		SD	D	N	A	SA
11.	Teaching in university extension could help me find a full-time teaching position at a secondary or post secondary educational institution.	1	2	3	4	5
12.	Teaching allows me to bring "real world" experiences from my profession /occupation into the classroom.	1	2	3	4	5
13.	Teaching provides me with a sense of accomplishment I don't find in my primary occupation.	1	2	3	4	5
14.	Teaching helps me further utilize my experience, training, and/or my education.	1	2	3	4	5
15.	I enjoy being recognized as an expert in my field.	1	2	3	4	5
16.	Teaching adults provides me with challenge and stimulation.	1	2	3	4	5
17.	Teaching adults allows me to serve as a role model or mentor to others.	1	2	3	4	5
18.	Teaching enables me to make a significant contribution to the development of others.	1	2	3	4	5
19.	Teaching is a way of keeping up with recent developments in my field of expertise.	1	2	3	4	5
20.	I enjoy the camaraderie and friendship I find with the adult students in my classes.	1	2	3	4	5
21.	Teaching gives me an opportunity to practice public speaking.	1	2	3	4	5
22.	I feel teaching is a natural extension of my profession/occupation.	1	2	3	4	5
23.	Teaching adults is an activity that demands only a short-term commitment of my time.	1	2	3	4	5
24.	Teaching is my way of contributing to an institution or program that has affected my life positively in some way.	1	2	3	4	5

25. Please indicate which 3 of the preceding 24 statements would be your strongest motivation to teach in university extension. Please use the number of the statement to indicate your choices, and list in order of preference. *For example, you might indicate that statements 12, 3, and 8 would be the strongest motivation for you to teach in university extension.*

_____

Section II

The following section asks for background information that will assist in forming a profile of our university extension instructors. Please respond to the following questions by checking the appropriate response.

A. Your age is:

_____ 1. 20 - 29
_____ 2. 30 - 39
_____ 3. 40 - 49
_____ 4. 50 - 59
_____ 5. 60 and over

B. Your gender is:

_____ 1. Male
_____ 2. Female

C. Is the course(s) that you primarily teach (please check one):

_____ 1. Part of a certificate/citation program
_____ 2. A general-interest course
_____ 3. Other (please specify)_____

D. What is your educational background? Please check all that apply.

_____ 1. High school diploma
_____ 2. Technical-vocational training
_____ 3. College diploma
_____ 4. Post secondary certificate
_____ 5. Undergraduate education degree
_____ 6. Undergraduate degree (other than in education)
_____ 7. Master's degree
_____ 8. Doctoral degree

E. How long have you been instructing adults at the Faculty of Extension?

_____ 1. Less than one year
_____ 2. 1 -3 years
_____ 3. 4 - 6 years
_____ 4. 7 - 9 years
_____ 5. 10 - 12 years
_____ 6. 13 or more years

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Data Entry Use Only

F. Which of the following program areas is the main focus of your instruction? (Please check one).

_____ 1. Adult education
_____ 2. Applied behavioral sciences
_____ 3. Applied sciences (e.g. science, technology and health)
_____ 4. Business
_____ 5. Environmental resource management
_____ 6. Fine arts
_____ 7. Land economics and real estate
_____ 8. Liberal arts (e.g. languages, travel)
_____ 9. Provincial and local government studies
_____ 10. Women's programs
_____ 11. Legal studies
_____ 12. Other (please specify)_____

G. Do you work full-time outside your home or operate a home-based business?

_____ 1. Yes
_____ 2. No (If you answer No, do not answer Questions H and I).

H. In what area do you presently hold a full-time job? Please check one.

_____ 1. Administration/management
_____ 2. Business (e.g. law)
_____ 3. Consulting
_____ 4. Education
_____ 5. Finance
_____ 6. Health services (e.g. nursing)
_____ 7. Human resources
_____ 8. Human services (e.g. recreation, social services)
_____ 9. Marketing
_____ 10. Performing or visual arts
_____ 11. Other (please specify)_____

I. Please check the appropriate category for the annual gross income bracket your primary occupation places you in (including teaching for the Faculty of Extension).

_____ 1. $20,000 - 29,999
_____ 2. $30,000 - 39,999
_____ 3. $40,000 - 49,999
_____ 4. $50,000 - 59,999
_____ 5. $60,000 - 69,999
_____ 6. $70,000 +

J. Please make any additional comments about your motivation to teach at the Faculty of Extension: _____

_____

_____

_____

_____

_____

Thank you for taking the time to complete this questionnaire.

APPENDIX B

Response Sheet for Pre-Test of Questionnaire

Validation of Questionnaire in Pilot Test
Suggestion Form

Please record your comments and suggestions for the various parts of the questionnaire as indicated below. Please indicate NIL if you have no suggestions for any part of the questionnaire. Feel free to use the back of this form if necessary.

Letter Accompanying Questionnaire

Section I - Motivation For Teaching

Section II - General Background Information

APPENDIX C

Covering Letter for Questionnaire

University of Alberta
Edmonton

Faculty of Extension

Canada T6G 2T4

University Extension Centre, 112 St. and 83 Ave.
Telephone (403) 492-3116 Fax (403) 492-0627

February 18, 1994

Dear Faculty of Extension Instructor:

Enclosed you will find a questionnaire concerning the motivation of those who teach adults on a part-time basis in university extension. The purpose of this study is to collect data regarding what motivates individuals such as yourself to teach adults. The Faculty of Extension is encouraging this research because of its potential to contribute to future developments in the area of teaching and university continuing education, as well as helping us to better understand our instructors.

In addition to being a staff member at the Faculty of Extension, I am also a graduate student working towards a Master's degree in Education, specializing in adult and higher education. I am particularly interested in obtaining your responses because of your interest and experience in adult education. The participants for this study were selected randomly from a list of instructors who have taught for the Faculty of Extension in the last twelve months. The responses will be analyzed and reported only in the form of group statistics, and your anonymity and the confidentiality of individual responses will be respected.

This four-page, double-sided questionnaire will take approximately 10 - 15 minutes to complete. **It would be very much appreciated if you could complete the questionnaire and return it to me in the enclosed stamped, self-addressed envelope by Friday, March 11, 1994.**

The results of this questionnaire will be presented in a thesis that will be available at the the University of Alberta library. If you would like to receive a summary of the results of this study, or if you have questions regarding any other aspect of this study, please feel free to contact me at work (492-1176), home (435-5229), or at the above address.

The completion of this questionnaire is essential for the success of the study, and your cooperation is greatly appreciated.

Sincerely,

Diane E. Dutton
Program Manager
Business Certificate Programs

/dd
Enclosure

APPENDIX D

Follow-up Letter for Questionnaire

University of Alberta
Edmonton

Canada T6G 2T4

Faculty of Extension

University Extension Centre, 112 St and 83 Ave
Telephone (403) 492-3116 Fax (403) 492-0627

March 15, 1994

Dear Faculty of Extension Instructor:

During the past month, you may recall having received a questionnaire concerning the motivation of those who teach adults on a part-time basis in university extension. To date, I have not received your response. As your views on this matter are of importance to me and would doubtless enhance the findings of this study, I am hoping that I may yet hear from you.

For your convenience, I have enclosed a duplicate of the survey with a self-addressed, stamped envelope. The survey will take approximately 15 minutes to complete. I would **greatly appreciate your response by Monday, March 28, 1994.**

If you have questions regarding this study, please feel free to contact me at 435-5229, or through the Adult, Career and Technology Education Department, 633 Education Building South, University of Alberta. Your participation is essential for the success of this study. Thank you in advance for taking the time to complete this questionnaire.

Sincerely,

Diane E. Dutton
Program Manager
Business Certificate Programs

/dd
Enclosure